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ABSTRACT

This action research project evaluated the effectiveness of a program to enhance students' social skills with peers. The targeted population was comprised of elementary and junior high school students in an economically diverse, predominantly blue collar community in central Illinois. The problem of inability to problem solve, listen actively, resolve conflict, and deal with anger was documented by means of teacher observational checklists of student behavior, office disciplinary referrals, teacher surveys, and teacher journal entries. The 5-month intervention was comprised of cooperative learning activities, conflict resolution and anger management techniques, and a modified school-based student management program. Program effectiveness was assessed by comparing pre- and post-intervention measures in the number of disciplinary referrals, behavior checklists, student interviews, and teacher observations recorded in journal entries. Post-intervention data indicated that students showed increased interpersonal relationship skills and improved abilities to manage conflict. (Fourteen appendices include data collection instruments and sample classroom materials. Contains 20 references.) (KB)

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IMPROVING ELEMENTARY AND MIDDLE SCHOOL STUDENTS' ABILITIES TO MANAGE CONFLICT

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An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

Requirements for the Degree of Master of Arts in Teaching and Leadership

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Chicago, Illinois

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ABSTRACT

This report describes a program to increase students' internal locus of control by teaching programs to increase student-to-student social skills. The targeted population consists of elementary and junior high school students in an economically diverse, predominantly blue collar community, located in central Illinois. This problem has been documented by teacher observational checklist of student behavior, office referrals, teacher surveys and teacher journal entries.

Analysis of probable cause data indicate that poor social skills, community factors, mass media, and lack of parental support contribute to the dilemma concerning the students' inability to effectively interact with their peers. Teachers see students' increasing inability to problem solve, listen actively, resolve conflict, and deal with anger.

A review of solution strategies suggested by professional literature, combined with an analysis of the problem setting, resulted in the selection of the following categories of intervention: employing cooperative learning activities, conflict resolution and anger management techniques, as well as a modification of a published program focusing on school-based student management.

Post intervention data indicated the students showed increased interpersonal relationship skills, as well as improved abilities to manage conflict. Based on the results of data, the researchers believe that the intervention has had a positive impact on student behavior.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

The students at the targeted elementary schools, which include a first, second, third grade, a self-contained special education class, as well as a seventh grade at the targeted junior high, exhibit inadequately developed internal locus of control when interacting with other students. Evidence for the existence of the problem includes teacher observations of student behavior, office referrals, teacher surveys, and teacher journal entries.

Immediate Problem Context

Site A

Site A is an elementary school consisting of early childhood/special education through third grade. The student population is 98.3% White, 0.6% Black, 0.8% Hispanic, 0.0% Asian/Pacific Islander, 0.3% Native American with total enrollment of 353 pupils. There are no students who have been found to be eligible for bilingual education. The low–income percentage is 45.0%. The student mobility rate is 10.5%. School attendance rate is 95.8%. There are no known chronically truant students.

The teacher and administrator information is based on full-time equivalents; the staff is 100% White and 100% female with a total population of twenty-five. The average number of

years of teaching experience within the district is 12.9. Teachers with bachelor's degrees make up 64% of the staff and 36% have a master's degree or above.

Site A was constructed in 1962, with an addition in 1967. It is a one story, brick building with 22 classrooms, a multi-purpose room/gym/lunchroom, a large Learning Center/library, an office, and a variety of small rooms used for small group and individual instruction. The school sits on 10.2 acres including a blacktop playground and a large grassy area including a newly purchased playground facility and a baseball diamond. During recent summers the building was updated with new carpeting, new windows, and was completely repainted.

This site is a member of the Illinois Accelerated School Network, which consists of schools throughout the state which share a common goal of supporting each other. The School Mission Statement was rewritten in a cooperative effort of the whole staff and is supported by the PTA with their goals and activities they sponsor. "The mission of the school is to QUEST for the BEST for all children through the collaborative efforts of students, parents, staff, administrators and community." The school beliefs are as follows:

- All children can succeed.
- All children can learn.
- Programs should meet the needs of students to learn at their potential.
- High expectations bring about high results.
- Decisions about education should include staff, parents, and students.
- School should be a nurturing, enjoyable place to be.

One of the school's focus areas is technology. The goal is for each classroom to have the newest technology. There is a new lab of 19 computers in the Learning Center which is available for the whole school population. Each second and third grade classroom has a bank of five

computers with internet accessibility. Kindergarten and first grades utilize the Writing to Read computer lab as well as computers in the classrooms. The early childhood/special education program also has computer availability in their classrooms. This coincides with the district's goals to be a leader in technology.

Site B

Site B is a neighborhood school that houses early childhood/special education through third grade. The student population is 99% White, 1% Black with a total enrollment of 397 students. There are no students who have been found to be eligible for bilingual education. The low –income percentage is 39.0%. The student mobility rate is 16.3%. There is a 0.3% chronically truant rate. School attendance rate is 95.3%.

The teacher and administrator information is based on full-time equivalents and the staff is 100% White and 97% female with a total population of thirty-six. The average number of years of teaching experience within the district is 13.3. Teachers with bachelor's degrees make up 56% of the staff and 44% have masters' degrees or above.

Site B is a one story, brick building with 22 classrooms, a multi-purpose room/gym/lunchroom, a large Learning Center/library, an office, and a variety of small rooms used for small group and individual instruction. The school sits on 13 acres which is shared with a junior high. The facility includes a blacktop playground, newly purchased playground equipment, a track, and a baseball diamond. Last summer new windows were installed.

The following is the School Mission Statement: Site B "challenges each child to develop her or his physical, emotional, social and academic potential by creating a nurturing, multisensory, developmentally appropriate environment."

The school objectives are as follows:

- Increase parent involvement
- Develop a school improvement plan to increase student achievement
- Improve the facility to provide a safe, clean, efficient learning environment

The school's focus areas are parent involvement and improving the environment. A conflict management program is taught by a third grade teacher and a counselor. Twenty selected third graders are thoroughly trained in dealing with conflicts. The conflict managers use their knowledge to help playground supervisors. The junior high that is connected to Site B offers programs providing student tutors, teacher helpers, and a program similar to Big Brother/Big Sister program. The high school offers a similar program.

Site A and Site B offer the following as part of the curriculum: reading, math, science, social studies, spelling, language, music, art, physical education, and handwriting. In addition, these programs are offered to meet individual student needs: Reading Recovery, Title I, Writing to Read, Writing to Write, Learning Center, counseling, Connections (gifted), Speech and Language, Special Education (Resource, inclusion and self-contained classrooms). Both facilities offer a hot lunch and breakfast program and a before and after school latchkey program. Bus services are provided for students as necessary.

Site C

Site C is a 22 year old building that shares its space with a pre-kindergarten program as well as a kindergarten through third grade school. The building is unique in that it houses only nine of the 24 classrooms in an enclosed space. The other 15 classrooms are either partially enclosed by partitions or temporary walls on three sides. The site has two full size gymnasiums and an upstairs area between the two gyms that serves as an auxiliary gym. There is an industrial

arts room that has permanent tools in a fixed situation within the room. The building has been modified to be designated the handicapped accessible junior high school in the community. This facility was chosen as the handicapped accessible building because it is a one floor building.

Site C is a junior high with 439 students in seventh and eighth grade. The racial/ethnic background of the student population is 99.1% White, 0.2% Black, 0.2% Hispanic, 0.2% Asian, and 0.2% Native American. The percentage of students that are classified low-income is 32.8%. There is an attendance rate of 92.8% and a student mobility rate of 8.6%. There are three children that have been classified as chronic truants.

The staff at Site C is comprised of 29 certified teachers and two non-certified assistants. There are two permanent substitute teachers. There are four special education teachers and two special education assistants. The staff has an average teaching experience of 16.5 years and 33.3% teach with master's degrees or above.

This facility is a member of the Illinois Coalition of Essential Schools. One of the nine principles that govern this school is to lower the pupil to teacher ratio. In order to do this the school has been split into four different houses. There are two seventh grade and two eighth grade houses. Each house is as equally split as possible by academic standing, behavior status and involvement in extra-curricular activities. The only time that students are moved is if the safety or well-being of students would be jeopardized if the assignments were not changed. Within each house there is a language arts, science, social studies, and math teacher. Every student takes physical education every other day and has music, art or industrial arts on the alternate day. Each student spends 12 weeks in the exploratory classes previously mentioned.

The Surrounding Community

The information that follows was based on information from the 1990 census. The community is an urban area with a total population of 44,952, living in 17,408 households. This locale is 99% White, with 78 African American, 186 American Indian, Eskimo, or Aleutian and 41 Asian or Pacific Islander. Twenty-nine persons consider themselves of other races.

The languages spoken in homes in the community are as follows:

Language spoken in the home	Number of people
English	40,843
Spanish or Spanish Creole	375
German	205
French	112
Italian	61
Arabic	40
Other languages	182

There are 4,024 children under the age of five, 5,455 children between the ages of six and thirteen and 3,192 between fourteen and eighteen. There are 6,629 persons between the ages of nineteen and twenty-nine, 13,005 between thirty and forty-nine, 8,578 between fifty and sixty-nine, and 4,069 over seventy years of age.

Educational attainment	Number of people
Less than 9th grade	2878
9th to 12th grade, no diploma	4032
High school graduate (includes equivalency)	11070
Some college, no degree	6025
Associate degree	1792
Bachelor's degree	2216
Graduate or professional degree	860

Per capita income is $12, 495 and median household income is $27,128. Median family income is $33, 539. The number of persons below the poverty level is 5, 457. The median value

of owner occupied housing units is $40,900. The mode value is in the $50,000-59,999 range with 1,342 homes.

Eighty-one percent of employment in this community is divided into these areas: manufacturing (24%), professional and health services (21%), retail trade (20%), finance, insurance, and real estate (7%), construction (5%), and transportation (4%). The remaining 19% are divided among the following: agriculture, communications and other public utilities, wholesale trade, business and repair services, personal services, entertainment and recreation services, and public administration.

The school district that houses sites A, B, and C has six elementary schools, two intermediate schools, and two junior high schools. The total student population of this district is 4,225 with a total expenditure of $3,538 per student. The district has an enrollment of 97% White, 0.55% Black, 0.82% American Indian and 0.27% Asian. The district has 37.8% of its students classified as low-income. The attendance rate is 95.2% with a student mobility rate of 8.6%. The district has a staff of 260 teachers, one third of whom are teaching with a master's degree or above.

The following are major issues of the community regarding education: consolidation of the grade school and high school districts, district space regarding special programs, tax increases, teacher evaluation, addressing the problem of the middle school and junior high age at-risk students, and the effectiveness and feasibility of technology. A lack of tolerance for others and increasing violence on the playground and in the community are additional problems.

National Context of the Problem

Premise

"Violence in the United States has claimed thousands of lives and annually costs hundreds of millions of dollars in medical care and lost wages" (Wallach, 1994, p. 1). When the violence in the society is extended into the schools, too many children in America are being deprived of a quality education. Increasingly, the tendency is toward more violence in both elementary and secondary schools, and for schools in rural, suburban, and urban areas (Shen, 1997).

Children are coming to school without the skills necessary to manage their anger and aggression in non-violent ways. Because too many parents fail to take responsibility for the rearing of their children, schools are forced to deal with the resulting emotional and behavioral problems (Maginnis, 1995).

School Violence Trend

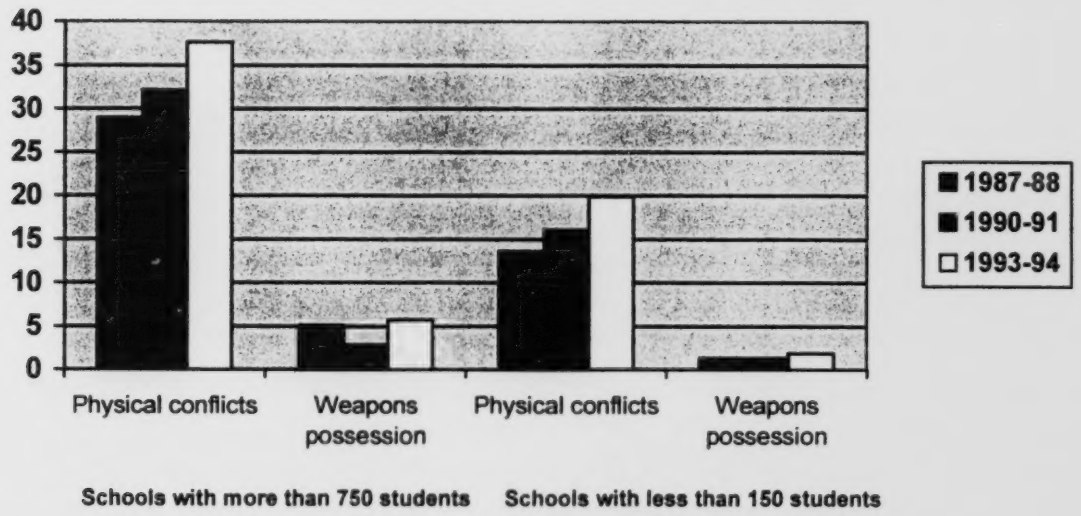
According to Ronald D. Stephens, Executive Director of the National School Safety Center, "More than 3 million incidents of crime occur in American schools each year - an average of about 1,600 per day. The majority of these crimes are thefts, but many serious crimes occur as well" (Stephens, 1998, p.1).

"Just as the incidences of violence are increasing, so is the severity of the violence, so that this is becoming a much more serious problem in terms of numbers, location, and severity," stated Michael Resnick, spokesman for the National School Boards Association (as cited in Maginnis, 1995, p.2). Violence has risen each year over the last five years in 82 percent of the nation's school systems according to a study by the NSBA. (as cited in Maginnis, 1995, p.2).

In the *Teacher Talk* Forum on Violence in the Schools (1997) Counselor, Rob Lugo opined, "The conflicts haven't really changed. The problem is that now they solve them in a

different way." And teacher, Leroy Robinson said, "When kids live in a violent atmosphere, it carries over into the school. I think the school is just a microcosm of our entire society."

School Problems over the Past Decade
Percentage of Elementary Teachers Who See Each Problem as Serious or Moderately Serious in Their Schools



-National Center for Education Statistics, U.S. Department of Education

Impact of Violence in Schools

In a report, Disorder in Our Public Schools, by the former Under Secretary of Education, Gary Bauer, these alarming facts were highlighted: Teachers spent up to 80 percent of their time on discipline and half of all teachers felt misbehavior interfered with teaching to a "moderate or greater extent" (Maginnis, 1995).

Nearly one third of teachers have considered leaving the profession because of violence and intimidation, according to the American Federation of Teachers, (News & Observer, 1998). AFT President, Albert Shanker explained:

> The daunting effort to improve academic achievement is undermined every time a teacher is confronted by, threatened or perpetrated trauma in the classroom or on school grounds, every time a student is afraid to go to school, and every time a parent neglects to set a good example at home (as cited in Maginnis, 1995, p.3 of 11).

The National Education Goals Report (as cited in Maginnis, 1995) found that in 1992 seven percent of eighth graders reported staying home from school at least once during the previous month because of concerns for their physical safety. Moreover, "...teachers are not able to focus their efforts on instruction if they are preoccupied with disruptions and altercations. Additionally, prolonged work in such environments is likely to increase teacher stress and reduce their overall classroom effectiveness" (Maginnis, 1995, p.3). The National Education Goals report shows that teachers were more often subject to physical and verbal abuse (Maginnis, 1995, 3).

Who and Where?

Assault and verbal abuse are not just a problems of secondary, inner-city schools. North Carolina recorded 1,375 incidents last school year, up from 873 four years ago. Besides the higher numbers, education leaders note that one in every three assaults occurred in elementary schools (News & Observer, 1998).

A Louis Harris poll in 1993 showed that 29% of students living in the suburbs had been physically threatened within a month period of the school term (Maginnis, 1995).

As Peter Benson and Eugene Roehlkepartain (1993) observed:

> Most of the concern about violence has focused on major cities, where violence tends to be more common and more visible. Yet no community is free from violence. Though violent acts in suburbs, small towns, and rural areas may not be as severe as in urban

areas, they exist. And unless those communities address the problem before it worsens, they too could face the entrenched crisis that now haunts urban areas.

Hal Burbach (1996) found these characteristics of serious or chronic juvenile offenders:

- Delinquency case before age 13
- Child deemed troublesome by teachers and peers at age 8-10
- Poor school performance by age 10

Implications to Education

A school in which learning is disrupted by violence, can not efficiently guide our nation's youth into becoming knowledgeable, dependable, and productive citizens. Unfortunately, safe and more effective schools do not happen automatically. Mary Bruce, a spokeswoman for the Federation of Women's Teachers Associations of Ontario says "The guns and knives at secondary school get all the attention, but those violent acts were born years earlier in elementary school" (as cited by Maginnis, 1995, p.8).

Young children can benefit from the guidance of adults to help them acquire tactics for developing skills for the formidable task of maintaining positive relationships (Jewett, 1992). "Deborah Prothrow-Stith, a public health official and author of Deadly Consequences, stated, '[i]f all the children born in America learned at home how to manage anger and aggression non-violently, our homicide and assault rates would decline by 50 percent -- maybe even 75 percent'" (as cited in Maginnis, 1995, p.7).

Parents can no longer be counted on to teach these important skills. "With the generally declining role of churches and families in educating children and youth, schools are playing an increasingly important role, especially for disadvantaged students" (Goodlad, as cited in Shen, 1997, p.20).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

At the beginning of the intervention period teachers at the three target sites were surveyed to determine their opinions of student-to-student interactions (Appendix A). The data clearly demonstrate that teachers overwhelmingly support the rationale that student-to-student behavior is a major problem in their schools. Although all five of these were seen as major problems, two categories, disrespect for the property of other students and interrupting other students, were shown to be the most problematic. Of the 65 teachers surveyed, 94% felt that students showed disrespect for the property of other students. Only five of the teachers felt that students interrupting other students was rarely, if ever a problem. Compared with disrespect and interrupting, the other three categories were not seen as frequently, yet the data suggest that the vast majority of teachers surveyed are concerned with students being discourteous as well physically and verbally abusive to their peers.

Table 1

Survey of Teacher Perceptions of Student-to-Student Behavior

Behavior Category	Often	Sometimes	Seldom or rarely
Physically abusive	12%	68%	20%
Verbally abusive	32%	55%	12%
Interrupting	45%	48%	8%
Discourteous	25%	65%	11%
Disrespectful	23%	71%	6%

n=65

The data show that 40 out of 63 teacher respondents believe that students lack self-control when interacting with other students. Ninety-four percent of the teachers who responded to the survey are convinced that schools can impact their students' development of self-control. Surprisingly, 91% of the teachers surveyed are of the opinion that schools have the responsibility to teach self-control skills to their students.

Table 2

Survey of Teacher Opinions of Student Self-Control

Category	Number of Teachers	Percentage of Teachers
Teachers believe that students lack self-control when interacting with other students.	40/63	63%
Teachers believe that schools have the responsibility to teach self-control skills.	59/65	91%
Teachers believe that schools can impact development of self-control.	60/64	94%

Three students from each targeted class were interviewed at the beginning of the intervention time frame. The teachers selected children with varying levels of self-control. The interview questions were slightly modified as age appropriate, with clarification as necessary (Appendix B). Another survey will follow at the end of the intervention time frame to demonstrate the effects of the action plan.

The data show that 13 out of 15 students from the three targeted sites felt that misbehavior was a problem in their school. Only 13 % of the students interviewed came to school

with no expectation of behavior problems. Although 73% of the respondents felt that behavior was an issue within the classroom, approximately one out of every four students found comfort in the teachers' structured environment.

Table 3

Survey of Student Opinions of Student-to-Student Interactions

Category	Number of Students	Percentage of Students
Students believe that misbehavior is a problem at their school.	13/15	87%
Students believe that misbehavior is a problem in their class.	11/15	73%

Within the classroom, talking seemed to be the major issue at each of the three targeted sites. An interesting aspect of the survey was the lack of correlation that students made between the numerous examples of misbehavior and being disrespectful. Their lack of social skills is evident when they are not able to make that connection.

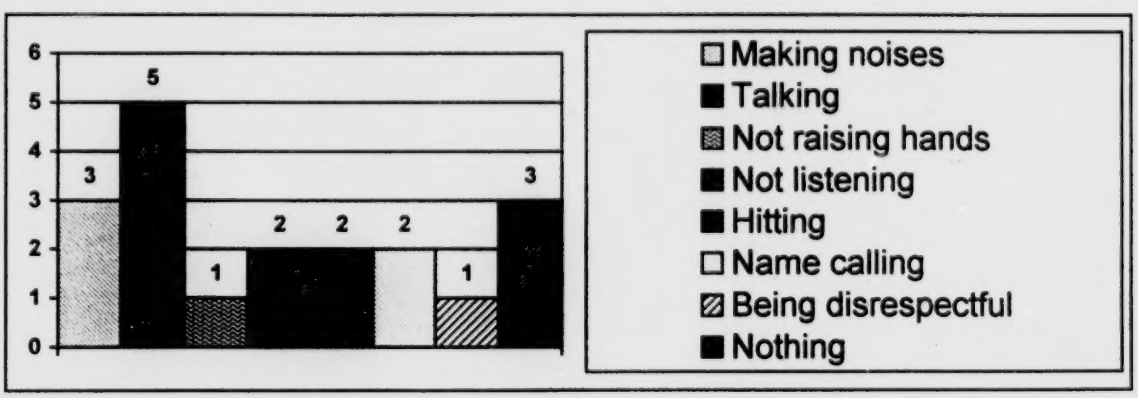


Figure 1. Types of behavior within the classroom that concern the interviewed students at the beginning the intervention time frame.

The major issue on the playground was physical aggression for over half the students surveyed. Yet, 40% of the children saw the fighting and felt that it was acceptable behavior. This seems to go along with the lack of social skills cited in classroom interviews.

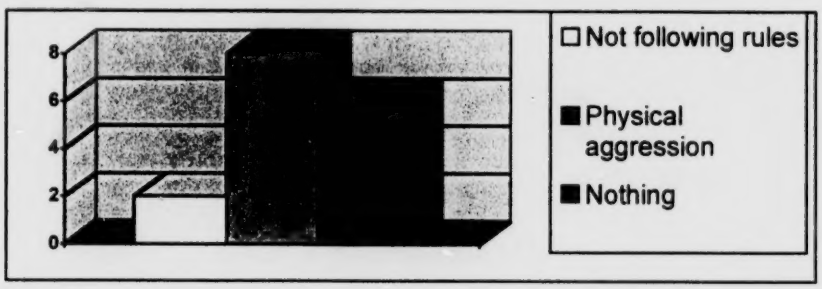


Figure 2. Types of behavior on the playground that concern the interviewed students at the beginning of the intervention time frame.

Half the students found noise to be a problem in the lunchroom. One out of every four students surveyed didn't see excessive noise and throwing food as problems.

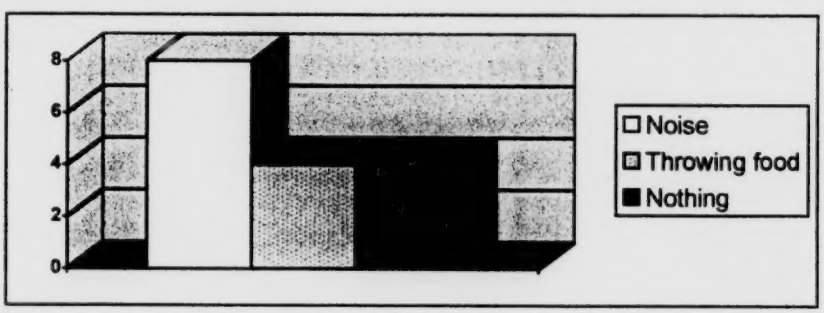


Figure 3. Types of behavior in the lunchroom that concern the interviewed students at the beginning of the intervention time frame.

The students' perceptions of what type of behaviors were disrespectful varied widely from student to student. Saying mean things and talking back were most often mentioned. Six out of the fifteen students interviewed described disrespectful behavior as not listening or caring about other people's feelings. Only 16% of the respondents perceived physical aggression and damage to property as disrespectful behaviors.

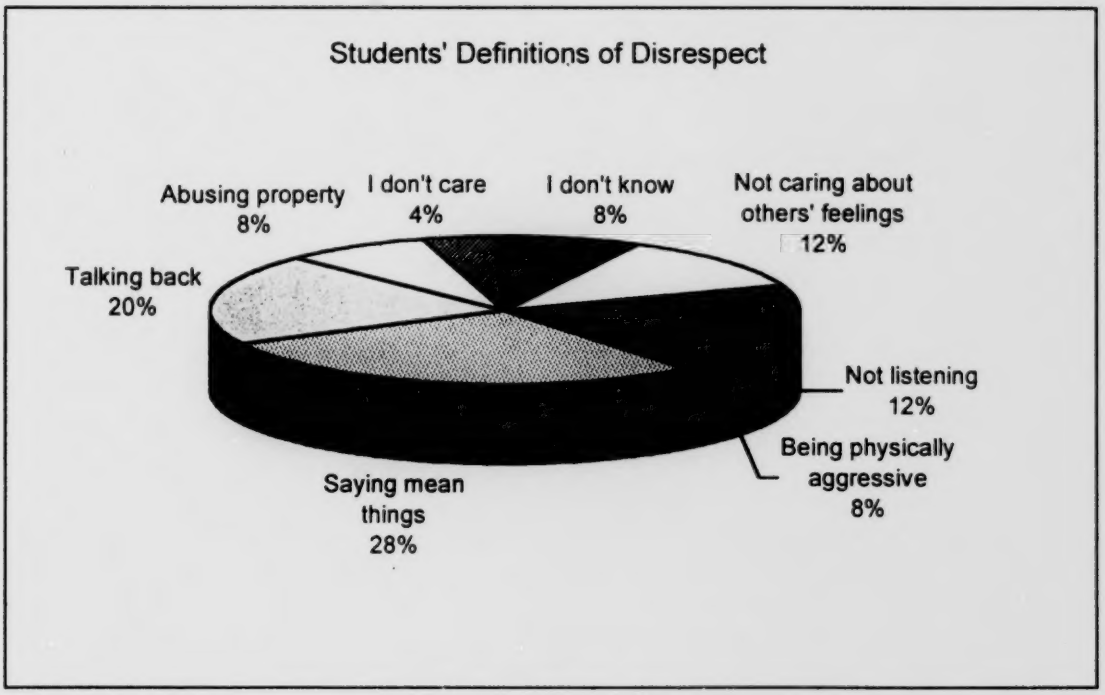


Figure 4. Student definitions of disrespectful behavior.

Fifty percent of the interviewed students viewed abusive behavior as some type of physical aggression. One out of every five students didn't know that abusive acts constituted abusive behavior.

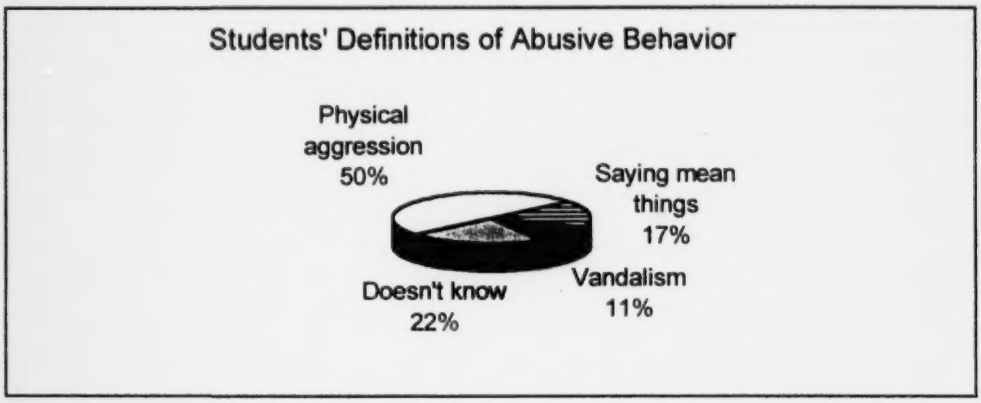


Figure 5. Student definitions of abusive behavior.

Seventy-five percent of the students had strong feelings when they were interrupted. Interrupting behavior led 44% of the respondents to feelings of anger, while 31% become sad when they were interrupted. Nearly one student in five had no problem with being interrupted.

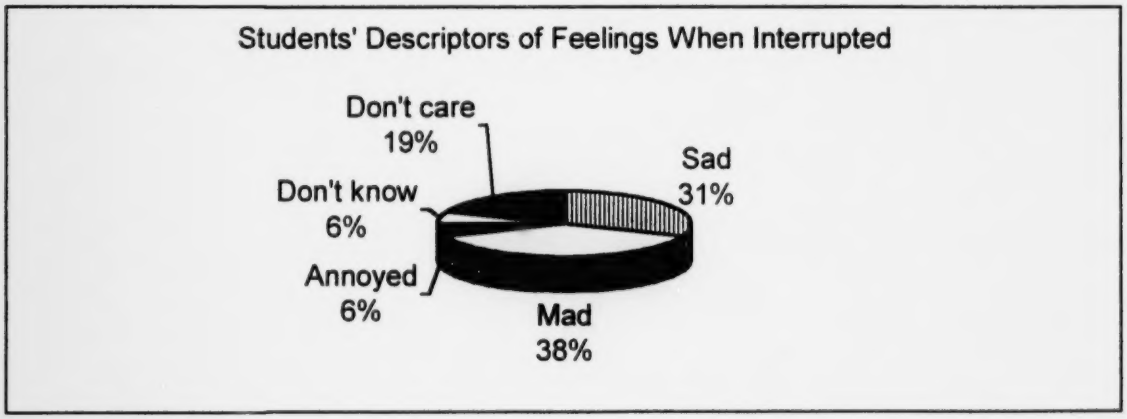


Figure 6. Student descriptors of feelings when interrupted.

When the students were asked for suggestions for improving behavior, there was a clear-cut difference between the opinions of the junior high students compared to the elementary children. The older students were less tolerant of the misbehavior of their peers. Their suggestions included more punitive consequences such as detentions, suspensions, and making parents come to class. After thoughtful consideration, the elementary students felt clear rules and specific consequences were important. Some felt that reminders from the principal, peer encouragement, and rewards would be effective.

During a one-week period in September, the teacher-researchers observed and recorded behaviors in and out of the classroom. The most frequent incidents involved interrupting other students in the classroom and disagreeing with peers in a disrespectful manner. Although not as high in frequency, fourteen abusive acts in three one-hour observation periods in a controlled classroom environment were rather alarming. Every fifteen minutes an abusive act occurred in one of the three targeted sites.

Table 4

Observed behavior within the classroom

Behavior Categories	Number of Incidents	Number of Students Involved
Physically abusive to other students in the classroom.	5	7
Verbally abusive to other students in the classroom.	9	14
Interrupts other students while they are speaking in the classroom.	29	24
Disagrees in disrespectful manner with peers in the classroom.	15	16

The results might have been affected by the presence of the teacher-researchers. The students had given indications through informal interview that physical and verbal abuse was of a major concern outside the classroom. Even in the presence of the teacher-researchers, sixteen students were involved in physical or verbally abusive behavior. This is a startling number of occurrences when only dealing with a three-day time span. During this same time period, four students on two different occasions showed disrespect to the property of other students. In three separate instances, four students showed disrespect to their peers by disagreeing in a discourteous manner.

Table 5

Observed behavior outside the classroom.

Behavior Categories	Number of Incidents	Number of Students Involved
Physically abusive to other students outside the classroom.	6	12
Verbally abusive to other students outside the classroom.	2	4
Disrespects the property of other students.	2	4
Disagrees in a discourteous manner with peers outside the classroom.	3	4

The principals in the three targeted schools keep a log of students who are referred to the office for any type of infraction or behavior that leaves the realm of the individual teachers. There were eight referrals involving five students from the targeted classrooms. Three of these students were responsible for five of the eight referrals. One student was referred on three consecutive days, while at another site two students were suspended after being referred to the office. These students had shown a trend of being habitual office occupants.

Probable Causes

"In most schools it's not the sensational acts of violence but smaller acts of aggression - threats, scuffles, constant backtalk - that take a terrible toll on the atmosphere of learning, on the morale of teachers, on the attitudes of other students," said President Clinton in his address to the 1998 National Education Association convention (Burns, 1998, p.A5). The literature suggests several underlying causes for a student's lack of self-control in the school setting. The probable cause data indicate that poor social skills, community factors, mass media, and lack of parental support contribute to the dilemma concerning the students' inability to effectively interact with their peers.

One cause comes from the fact that we live in an increasingly violent society. The United States has the highest rate of interpersonal violence in the world. (Stephens, 1998) The target community mirrors the current trends in the United States. The neighborhoods are becoming more dangerous. More and more children come from impoverished and broken families. Drug and alcohol abuse is a problem. Racism is an underlying element of the community's history that can't be ignored. Children become victims of a society that doesn't give them a chance to be nurtured. When these factors are combined in a school environment they produce socially alienated children.

Another cause for students' lack of self-control finds its roots in the mass media to which children are exposed. Children are no longer exempt from the shocking details of adult television and radio programming that is available 24 hours a day. From the time children get up in the morning and check the radio to hear the weather, they hear shows filled with adult content. The cartoons and hectic programs that are watched during breakfast take the children on a roller-coaster ride, which stimulates aggression (Eron & Huesmann, 1986, Wright & Huston, 1983 as

cited in Smith, 1993). When the children get off the bus after a long day at school, the media roller-coaster ride continues. The safe haven of the media baby-sitter that parents have long relied on, has been replaced with programs that glamorize heroes and heroines who show a total lack of self-control. Instead of solving problems collectively, these media characters resort to name-calling, and physical force (Garbarino, 1992). Trash talking and fighting have become the norm instead of the exception in sports from Little League to the pros (Kauffman and Burbach, 1997). Young people tend to become what they see (Stephens, 1998).

As our society has evolved to one where it is necessary for most adults to have jobs outside the home, the children suffer as a consequence. Even capable, caring parents are not able to give their children the amount of time and guidance to ensure emotional growth and development. Many children lack growth and enrichment activities (Stephens, 1998). The family gathered each night around the dinner table is a thing of the past in many households. Families are increasingly disorganized and lack meaningful rituals (Stephens, 1998).

Too often parents themselves are ill prepared for the responsibilities of raising children. As established by Stephens, children become what they see. When they see their own parents showing a lack of self-control, they too will show that same lack of self-control. Parents constantly cursing and gesturing will create children that curse and make inappropriate gestures (Kauffman and Burbach, 1997). Parents, in many cases, can no longer be counted on to be acceptable role models when they show attitudes of indifference, rejection, and at times criminal behavior (Office of Technology Assessment, 1987 as cited in Aleem, 1993). At times parents promote an attitude that violence is an acceptable problem solving method (Schwartz, 1994). Many parents in the target community have disdain for school that carries over to their children.

It is a predominantly blue-collar community where an attitude has developed that education is not a priority. Higher level learning was not needed to secure employment.

Children are surrounded with violence daily. They have little opportunity to develop the necessary social skills to cope. Children receive inadequate reinforcement, lack of modeling, and lack of opportunities to practice behaviors that provide alternatives to violence (Second Step, 1989). Because children feel powerless and hopeless, they are compelled to lash out at others for no apparent reason (Stephens, 1998). There is not a day that goes by that educators aren't faced with the problems brought on by a child's poor interpersonal and problem solving skills (Kazdin, 1987 as cited in Aleem, 1993).

These problems exist and won't go away any time soon. Educators can ignore this or try to do something to improve it. Schools themselves, can't change the societal factors, can't dictate the programs found in the mass media, and can't follow the children home after school. Schools can, however, try to counteract these negative influences by teaching children the necessary social skills.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

In today's increasingly violent society, some problems of safety within the school may be subject to legislation, but most solutions must be grown and developed within the school with the assistance of the entire community (Stephens, 1998). Time must no longer be spent convincing the public that there is a problem, but time must be geared toward providing solutions. This will take a lot of time and effort on the part of everyone involved.

A key in breaking the chain that supports violent behavior is early intervention. There is a need for intervention that is early in two ways – first, in that it occurs when children are young; second, in that the behavior is caught early in the chain that leads to more violent behavior (Kauffman and Burbach, 1997). At the earliest opportunity, schools need to provide students and their parents with clear behavior expectations (Stephens, 1998). It is important to provide guidelines at the earliest moment of a student's attendance within the district and then re-establish the parameters early in each school year. An important aspect in any behavioral program is that it's consistently enforced and fairly applied.

Anti-social behavior of children is a community-wide problem that will take the community as a whole to respond. A variety of school and community based mentoring programs "provide the close personal attention and guidance that is often missing in the life of a student who exhibits anti-social and violent behavior, [and] can make a substantial difference in a young person's life and nudge him or her toward more civil behavior. . . . There are more than

two million teachers in America, and, if each teacher mentored only one child per year, over a period of a few years this would make an enormous contribution toward building good will and good citizens" (Kauffman and Burbach, 1997 p.323).

Encouraging parental involvement in their children's schooling is another method to curb misbehavior within the school. Participation in programs that teach skills to those parents who are unprepared or overburdened, positively impacts children's behaviors. The point is to help parents and guardians become aware of the parenting skills they possess; enhance their skills; and expand their choices in guiding, teaching, and disciplining (Ascher, 1994). Schools need to make parents feel more comfortable and encourage them to become a vital part of the team that provides answers, instead of assigning blame for the causes of the problems.

The public, and parents in particular, should be made aware of sexually explicit, drug oriented or violent programming in the mass media. The American Academy of Pediatrics, in 1996, recommended that parents take an active role in monitoring what their children see and hear. Their members also encouraged parents' awareness of specific labeling on music, movies and television. (Kauffman and Burbach, 1997).

Placing school safety at the top of the school agenda is an important step toward safer schools. Schools cannot answer this problem by merely installing metal detectors and hiring security guards. These are small parts of a school-wide solution to creating a safe and nurturing environment. Used alone they will only have a small impact on school safety (Ascher, 1994). Since psychological intimidation can be as damaging as physical assaults; "hard looks," "stare downs," and other forms of nonphysical threatening behavior should be addressed and acted upon immediately (Stephens, 1998).

Schools need to develop programs that teach students non-violent ways of dealing with problems. First, the faculty must be properly trained in documenting data, developing, and implementing these programs. Second, the students themselves should be solicited for involvement in safety strategies. Students, just like their parents, have to be involved in providing answers and not just seen as the cause of the problem (Stephens, 1998).

Effective programs include conflict resolution, anger management, or education for character. Techniques for handling the controversies that arise in learning situations have been researched for decades. If properly designed and implemented, these techniques have been found to be very effective (Preventing School Violence, 1997). Violence seems to be a product of one's inability to handle his anger. We live in a society where people are shot over parking places or being cut off on a highway. Schools that teach students positive ways to handle anger are aiding in the reduction of violence in our society today. Youth who learn to handle anger positively are likely to do the same when they grow up. (Conflict Management Program, 1993). Beyond helping students learn to manage conflicts constructively, schools must also foster the cultivation of good character. "The missing piece in prevention programs is character development through the skills of empathy and self-discipline," write character education experts Diane G. Berreth and Sheldon Berman, (1996 p.1). "Without these skills, we run the risk of schools becoming locked-down and oppressive institutions built around fear rather than responsiveness" (Preventing School Violence, 1997, p.1).

Although the best way to prevent school violence is to change the way everyone relates to each other, a number of schools are achieving good results by adding guidance counselors and changing their roles. Counselors are working with teachers, the students, support staff, and parents. The goal is to give everyone involved in the school the same skills, language, and

terminology for handling stress and conflict—to create an environment that is consistently non-violent and nurturing (Ascher, 1994).

With so many children with special needs that require personal attention coming to the classroom, it is necessary to have smaller classes that enable the teachers to get to know their students on that personal level. "Schools play a pivotal role in helping students to develop good social skills and individual relationships that are critical to the socialization process" (Preventing School Violence, 1997, p.1).

Training students in conflict management and cooperative learning skills increases self-esteem; improves communication and problem-solving skills; and develops leadership characteristics. The benefits include students assuming greater responsibility for solving their own problems, and recognizing that adult intervention is not always necessary. The process encourages students to share their feelings and search for positive ways to meet their needs. The problem solving process carries over to families. Parents and students have reported that conflicts at home are being resolved more effectively (Conflict Management Program, 1993).

Project Objectives and Processes

As a result of increased social skill emphasis, during the period of September 1, 1998 to February 1, 1999, the students from the targeted classes will improve student-to-student interaction skills, as measured by disciplinary referrals, behavior checklists, and teacher observations as recorded in the journal entries.

In order to accomplish the project objective, the following processes are necessary:

1. The *I CARE* program (with adaptations) (Appendix H) will be implemented to foster positive student-to- student interaction.

2. A series of cooperative learning activities that address conflict resolution, active listening skills and interpersonal intelligence will be developed for targeted classes and infused into curricular areas.

3. Materials that foster anger management skills will be developed and infused into curricular areas.

Project Action Plan

I. Data Collection to Evidence the Problem (Beginning September)

A. Distribute and collect teacher surveys (See Appendix A).

B. Collect data through behavior checklists (See Appendix B) (one week period-September 8-11)

C. Write weekly entries in teacher/researcher journals (on-going)

D. Collect and tally office referrals (one week period)

E. Interview students using teacher made questionnaire (Appendix C).

II. Initiate Social Skills Curriculum (Week One-September 14)

A. Introduce and implement the *I CARE* program (Appendix H) (on-going)

B. Introduce appropriate children's literature (Appendix N) (on-going)

C. Role-play conflict resolution situations (Appendix J)

III. Implement Social Skills Curriculum

A. Begin cooperative learning activities (weeks two and three-September 21-October 2)

1. Establish rules, rights and responsibilities of cooperative groups

2. Form cooperative learning groups

3. Integrate conflict resolution role playing

4. Utilize appropriate children's literature

5. Facilitate spontaneous classroom discussion encouraging proper social skills
6. Cooperative learning activities will be infused into the curriculum (Appendix D) (on-going)

B. Teaching listening skills (week four-October 5)

1. Establishing importance of learning active listening skills (Appendix L)
   a. verbal
   b. nonverbal
2. "Robbery Report" activity (Appendix E)
3. Role playing of good and poor listening skills
4. Make a class Venn Diagram

C. Nurturing of interpersonal intelligence (week five-October 12)

1. "Daily Thinking Circle" Activity (Appendix G)
2. "Think, pair, share" in a curricular area
3. "Make a Team" activity

D. Guiding students to express feelings and needs in an assertive, non-threatening way (week six-October 19)

1. Collect data through behavior checklists (See Appendix B).
2. Collect and tally office referrals
3. Role play positive communication
4. "Three Tribles" game to teach dealing with emotions (Appendix I)
5. Brainstorm emotions and make an "emotion collage" using magazine pictures
6. "Emotion Game" to develop vocabulary of emotional terms (Appendix M)

E. Teaching anger management skills (Appendix K) (weeks seven and eight-October 26-November 6)

1. Role play bullying behavior and victim's various responses
2. Discuss temper, attitude and consequences
3. Model and discuss anger management techniques
4. Ignoring put-downs

F. Training conflict resolution skills (Appendix J) (weeks nine-twelve-November 9-December 4)

1. Understanding conflict
2. Basic needs
   a. identifying root problem
   b. how to meet basic needs
3. Positive problem solving
4. Getting to win/win solutions
5. Negotiating skills

IV. Final Data Collection to Assess Effectiveness of Interventions

A. Collect data through behavior checklists (Appendix B).

B. Collect and tally office referrals

C. Interview students using teacher made questionnaire (Appendix C).

D. Complete teacher journals

Methods of Assessment

In order to assess the effects of the intervention, the following tools and procedures were followed.

1. Behavior checklists - The researchers re-administered the behavior checklist to compare the results to see if changes in behavior or self-control had occurred.
2. Office referrals - The researchers compared the number of office referrals at the beginning of the intervention to the number of referrals at the end of the time frame.
3. Student Interviews - The teacher-researchers re-interviewed the same students to determine how they perceived student behavior and self-control at their schools.
4. Complete teacher journals - A record was kept of the interventions that were used, and reflections of the teacher-researchers noting the effectiveness on students self-control and behavior.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The research project was designed to teach children methods of coping with conflicts by implementing a curriculum that provides social skills instruction and the improvement of individual self-control. Our research was conducted during the period of August 1998 through January of 1999. At each of the three sites teachers were surveyed to determine their opinions concerning the need for a social skills curriculum. The next step was to collect data through behavior checklists and office referral tallies. These were collected at the beginning, middle, and end of the research period. At the beginning and end of the time period, students were surveyed to determine their feelings and thoughts about student behavior at school.

Classroom 1 from Site A is a self-contained second grade classroom with 22 students, heterogeneously mixed. One student is designated as a resource student. Classroom 2 from Site A is a special education, instructional, second and third grade classroom. It is made up of behavioral disordered, learning disabled, educably mentally handicapped, and socially emotionally disturbed. Classroom 3 from Site B is a first grade made up of 23 students. It is a self-contained, heterogeneously mixed classroom. Classroom 4 from Site B is a self-contained, third grade classroom with 24 children heterogeneously grouped with three resource students, two Title I students, four gifted students, and one student with a physical disability. Classroom 5 from Site C

is a seventh grade class with 14 children heterogeneously mixed including one gifted and two resource students.

The implementation of cooperative learning techniques, anger management skills, conflict resolution and personal interaction strategies were selected to effect the desired changes.

Beginning in week one and continuing throughout the intervention period, cooperative learning and the I-Care program were used to aid students in managing conflict (Appendix H). Cooperative learning was also employed as an instructional technique in delivering subject matter content. While students were in cooperative learning groups, the social skills were deliberately taught. These skills included active listening, encouraging, cooperating, and sharing. Sample activities devoted to these skills can be found in Appendix D. Cooperative learning activities in the content areas were used to reinforce the targeted social skills. Due to the variety of learning environments, the lessons and literature used were adjusted to be age and site appropriate. Formal cooperative lessons were done once every two weeks, but cooperation strategies were used at least two days a week at Site C and daily at Sites A and B.

During week four the importance of listening skills was developed through the Robbery Report Activity (Appendix E), role playing of good and poor listening skills, and a T-chart depicting what listening looks like and sounds like (Appendix L). The active listening skills emphasized were maintaining eye contact, facing partner, nodding and smiling if appropriate, not interrupting, asking relevant questions that will clarify, and restating to show understanding.

Week five was focused on nurturing of interpersonal intelligence. Activities included People Puzzles Activity (Appendix F), Thinking Circle (Appendix G), and Think-Pair-Share activities.

Guiding students to express their feelings and needs in assertive, non-threatening ways was the essence of the activities during week six. Positive I-Care language (Appendix H), Three Tribles game (Appendix I), playing charades to depict various emotions were included.

Modeling and discussing bullying behavior with various responses of the victims were the essence of a strategy used to teach anger management techniques (Appendix K). Other strategies included were recognizing the problem, handling put-downs, and using humor. These activities were followed by class discussions dealing with attitude, temper, and consequences. Graphic organizers such as the Venn diagram were used to reinforce these skills.

During the concluding four weeks of the intervention period, conflict resolution strategies were taught using teacher and student role-playing (Appendix J), graphic organizers, class discussions, and literature when appropriate (Appendix N). These lessons were taught several times a week. Students were trained to understand conflict, identify the root problem, and come to a mutual agreement. Once students understood the problem or conflict, they were trained to solve problems in a positive manner. In order to teach compromise, students were introduced to negotiating skills that would lead to a "win-win" solution.

Presentation and Analysis of Results

In order to assess the effects of teaching children methods of coping with conflicts by implementing a curriculum that provides social skill instruction and the improvement of individual self-control, various types of assessment and documentation tools were used. The researchers worked with 23 first grade students, 22 second grade students, 24 third grade students, 14 seventh grade students, and 14 second and third grade special education students to collect and analyze data.

A tally of office referrals was kept for three, one-week cycles at the beginning, middle, and end of the research period. Children at the targeted sites are referred to the office as a last resort measure, for severe misbehavior. The data are presented in Figure 7.

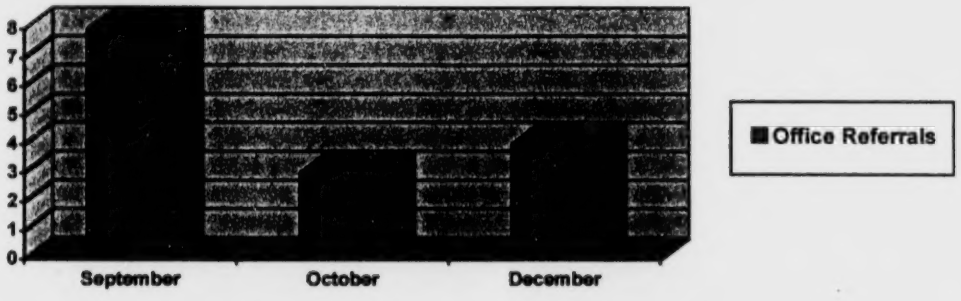


Figure 7. Number of students from the targeted classes who were referred to the school office for misbehavior.

The intervention appears to have had a positive effect on students' behaviors. As Figure 7 shows, the number of office referrals decreased by half.

Three students from each of the targeted classrooms were interviewed at the beginning and the end of the intervention time frame to determine if students thought behavior had improved at school.

Table 6

Survey of Student Opinions of Student-to-Student Interactions

Category	Percentage of Students Interviewed in September	Percentage of Students Interviewed in December
Students who believe that misbehavior is a problem at their school	87%	80%
Students who believe that misbehavior is a problem in their class	73%	40%

As Table 6 clearly indicates, the students believe that behavior has significantly improved in the classroom and moderately improved throughout the school setting.

A checklist of student misbehavior was kept for three one-week cycles at the beginning, middle, and end of the research period as presented in Figures 8 through 15. The researchers observed students in and out of the classroom for three one-hour periods during each cycle.

Observed behavior within the classroom.

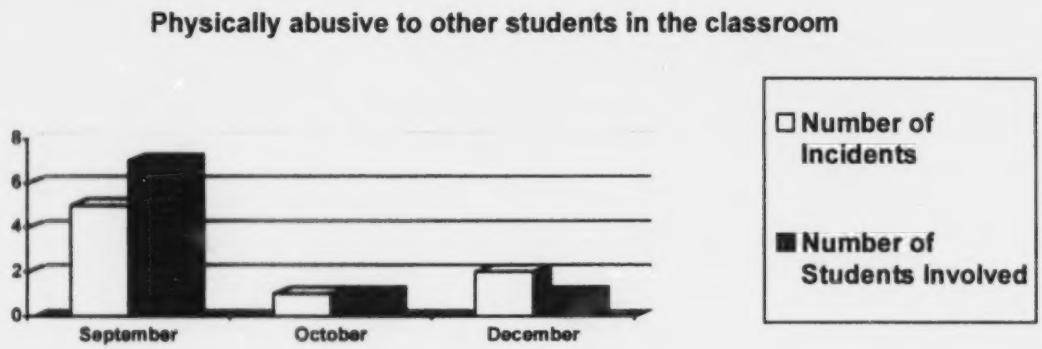


Figure 8. Incidents and number of students involved in physically abusive actions toward other students in the targeted classrooms.

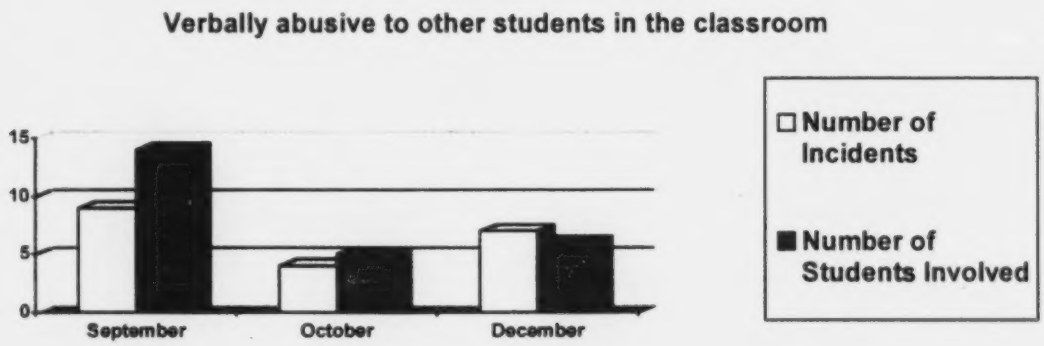


Figure 9. Incidents and number of students involved in verbally abusive actions toward other students in the targeted classrooms.

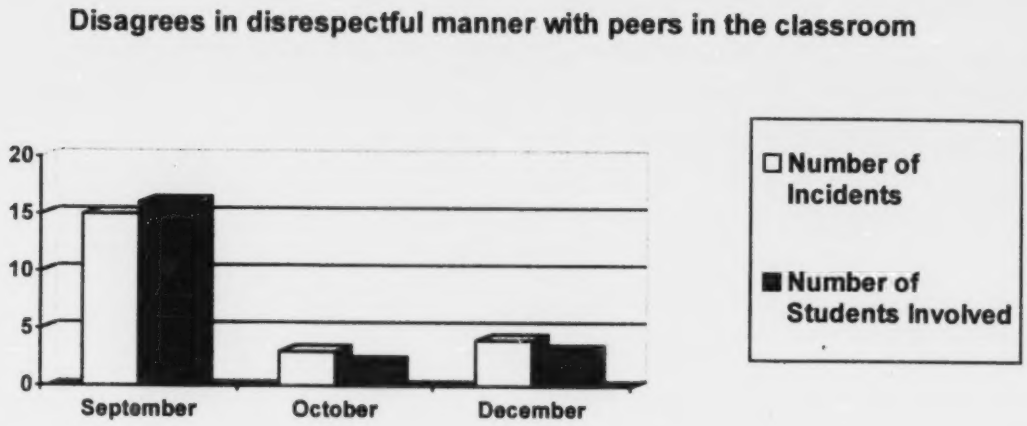


Figure 10. Incidents and number of students who disagreed with their peers in a disrespectful manner in the targeted classrooms.

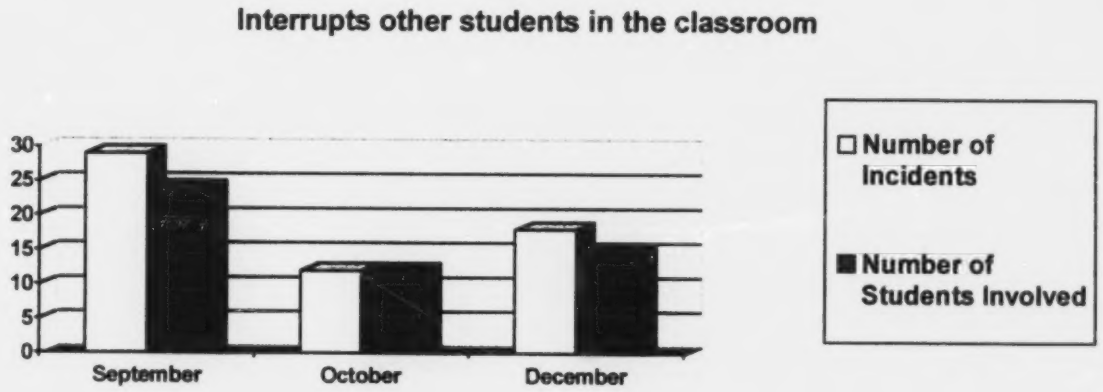


Figure 11. Incidents and number of students who interrupted their peers in the targeted classrooms.

The intervention appears to have had a positive effect on all the observed behaviors within the classroom. Of particular note is the drop from seven students who were physically abusive to

their peers in September, to one student in December. Verbal abuse, interruption of other students, and disrespectful disagreements also showed significant decreases.

Observed behavior outside the classroom

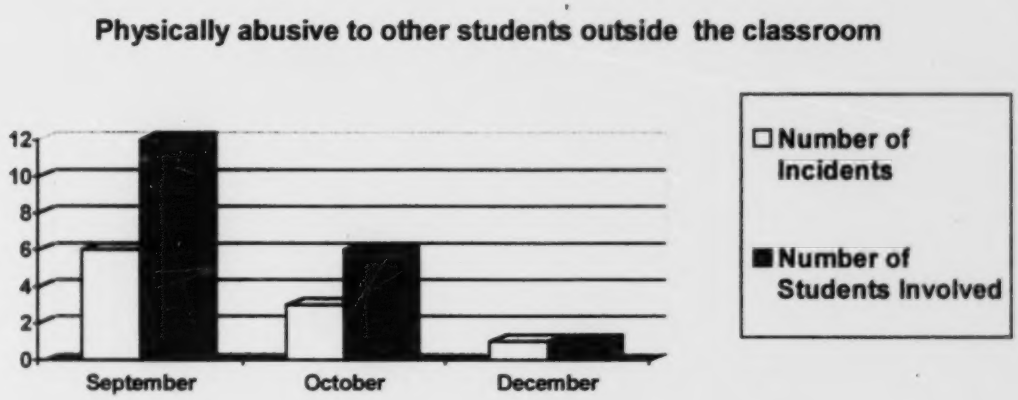


Figure 12. Incidents and number of students from the targeted classrooms who were physically abusive to other students outside the classroom.

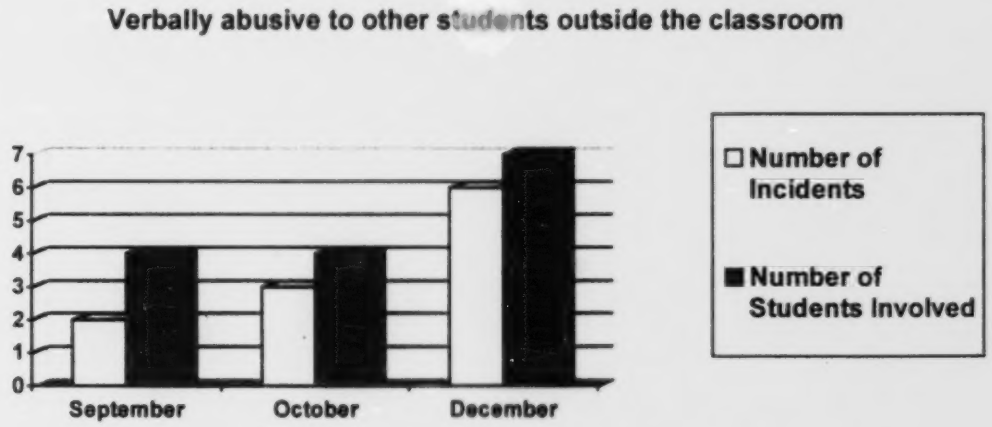


Figure 13. Incidents and number of students from the targeted classrooms who were involved in verbally abusive actions toward other students outside the classroom.

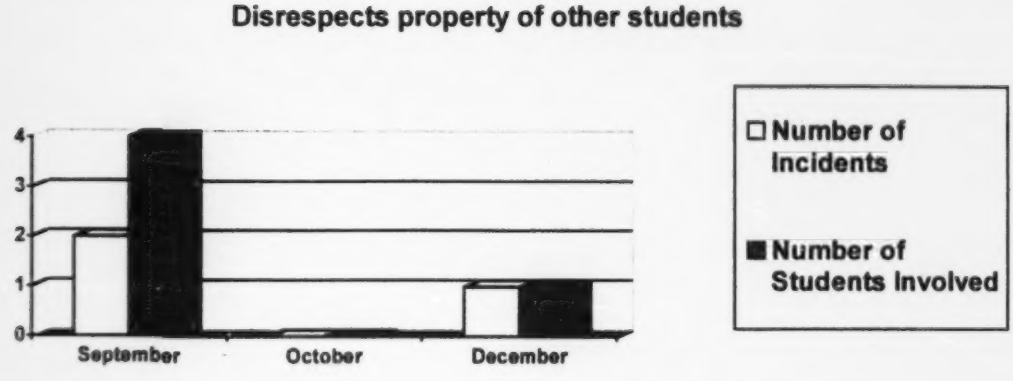


Figure 14. Incidents and number of students from the targeted classrooms who were disrespectful of the property of other students outside the classroom.

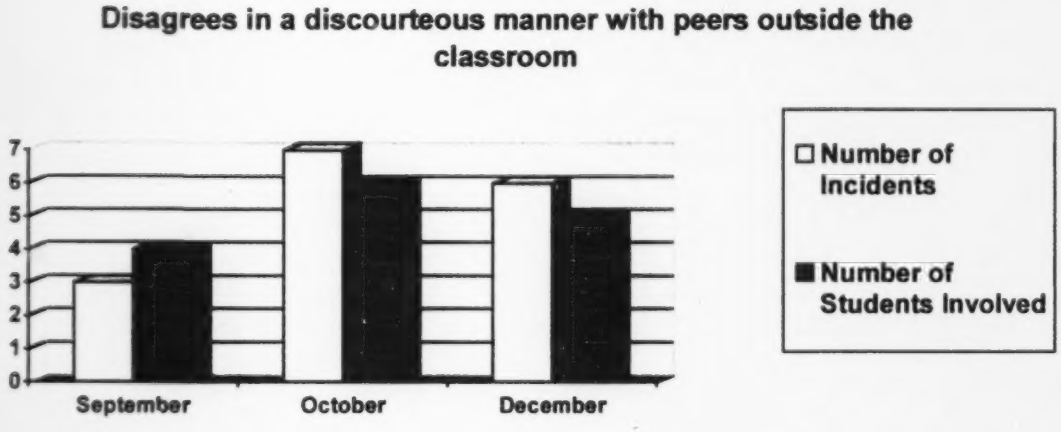


Figure 15. Incidents and number of students from the targeted classrooms who disagreed with their peers in a disrespectful manner outside the classroom.

The number of incidents of physical abuse and disrespecting property of other students outside the classroom decreased. However, the verbal abuse to other students and disagreements in a discourteous manner increased. Of interesting note, the number of students involved in

physically abusive behavior outside the classroom dropped from twelve to one during the research period.

Conclusions and Recommendations

Based on the presentation and analysis of the data on office referrals, student surveys, behavior checklists, and teacher journal entries, the students showed increased interpersonal relationship skills, as well as improved abilities to manage conflict. Based on the results of data, the researchers believe that the intervention has had a positive impact on student behavior. Office referrals were cut in half. The student surveys showed a 33% decline in the number of students who considered misbehavior a problem in their classroom. The behavior checklist showed that there was a marked decrease in physical abuse inside and outside the classroom. A conclusion can be drawn from the overwhelming support of our data that the action plan has hit the target audience. Even in cases where number of incidents didn't decrease dramatically, the number of students involved did have a significant drop.

A reasonable conclusion can be drawn that students have not yet perfected these skills outside the classroom. Outside the classroom, verbal disagreements increased during the intervention period. Students, who have not had this training, make it difficult for our students to utilize the techniques outside the classroom. So the recommendation would be to broaden the scope of the conflict resolution intervention.

The teacher researchers concluded that students increased interpersonal relationship skills and began modeling age appropriate social behaviors. The skills learned in cooperative learning activities transferred into positive classroom behavior. This stands to reason based on the researchers' belief that "practice makes permanent, not perfect." The more students are put into a

position to communicate and behave in a cooperative manner, the greater the likelihood they will get along with their peers.

The students developed a sense of community and cooperation through the use of the community circle. The community circle improved respect for fellow students and empathy for others in difficult situations.

The children are attempting to solve problems more independently, seeking the teacher's help as a last resort. The tools of active listening have encouraged the students to become more responsible for arriving at a win/win solution.

Students showed an increase in the knowledge of conflict and anger terminology. Researchers observed students showing an understanding of anger and its consequences by removing themselves from the conflict. One student said, "I'm going to put myself in time-out, before I get into more trouble."

Several parents have commented on the consistency of the I Care rules and the transfer to home. One particular parent said that she was so happy to see her daughter practicing the I Care rules at home. This created a more peaceful atmosphere at home. Another mother commented that she was pleased that her daughter was so open in seeking the guidance and support of her classmates in dealing with an ongoing, distressing situation while walking home from school. Another parent was impressed with the maturity that her son had shown when handling a conflict at home. Numerous students have seemed more enthusiastic about participating and sharing in classroom activities, as they became more secure in finding their niche in the classroom. Students relished the opportunities to place themselves in all the different roles in resolving conflict.

As the teacher surveys indicated, other teachers feel the same frustration dealing with students' lack of social skills and self-control on an everyday basis. All three sites have

implemented peacemaking programs and have seen limited success. These programs are not done in depth, therefore are only scratching the surface of the problem. It is the recommendation of the researchers that these packaged programs act only as a prelude to a much more defined and comprehensive action plan that will enhance students' social skills and self-control. It is the hope of the researchers, that this plan will be adopted district wide. This plan is not meant to be a single unit but is intended to become a way of life. The only way that change will take place is to have misbehavior addressed at the beginning of the students' formative years and followed throughout their academic career. Failure or success can not be measured by time alone, as this is a time consuming process. Teachers will need to show patience and perseverance in the implementation of this action plan.

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Appendices

Appendix A
Teacher Survey

As a requirement for the St. Xavier Masters Program Cary VandeSchraaf, Craig Wiegardt, Lynn Karneboge, Gail Wormer, and Stacia Smith would appreciate your help in completing this survey. We are studying ways to improve student to student interaction. Your participation is voluntary and all responses to our survey will be kept confidential, the site will not be identified, and all data will be compiled collectively.

Teacher Survey

- *Please circle the answer that best expresses your opinion.*

1. Students' display a lack of self-control when interacting with other students.

Strongly agree Agree Disagree Strongly disagree

2. Schools have a responsibility to teach children skills for developing self-control.

Strongly agree Agree Disagree Strongly disagree

3. Can schools make an impact on developing self-control in the students?

Strongly agree Agree Disagree Strongly disagree

- *Please circle the answer that best expresses how often you think these behaviors were a problem in your school last year.*

4. Students were physically abusive to other students.

Often Sometimes Seldom Rarely

5. Students were verbally abusive to other students.

Often Sometimes Seldom Rarely

6. Students interrupted other students while they were speaking.

Often Sometimes Seldom Rarely

7. Students disagreed in a discourteous manner with peers.

Often Sometimes Seldom Rarely

8. Students showed disrespect for the property of other students.

Often Sometimes Seldom Rarely

Appendix B
Behavior Checklist

Behavior	Number of Incidents	Number of Students Involved
Physically abusive to other students in the classroom.		
Verbally abusive to other students in the classroom.		
Interrupts other students while they are speaking in the classroom.		
Disagrees in disrespectful manner with peers in the classroom.		
Physically abusive to other students outside the classroom.		
Verbally abusive to other students outside the classroom.		
Disrespects the property of other students.		
Disagrees in a discourteous manner with peers outside the classroom.		

Appendix C
Student Interview Questions

- ***Three students from each targeted class will be interviewed at the beginning, middle and end of the intervention time frame. The teachers will select children with varying levels of self-control. The interview questions will be slightly modified as age appropriate, with clarification as necessary. The questions are as follows:***

1. Is misbehavior a problem at our school?
2. Is misbehavior a problem in our class?
3. What kind of behavior in our class bothers you?
4. What kind of behavior on the playground bothers you?
5. What kind of behavior in the lunchroom bothers you?
6. Do you have any suggestions for improving behavior?
7. What is disrespectful behavior?
8. What is abusive behavior?
9. How do you feel when you are interrupted?

- *At the second and third interviews, the researcher will say, "I am going to ask you some of the same questions that we discussed before. What are your feelings now?"*

10. Has the behavior in our class improved?
11. Has it improved at our school?

Appendix D
Cooperative Learning Activities

Buttons
Second Grade

Objective - Students will compare and contrast attributes to make a Venn Diagram and thus grasp the idea in a relevant way.

Roles - Reader
Recorder
Checker
Encourager (everyone)

Activity - The Reader in each group reads *The Button,* from Frog and Toad are Friends. The other members follow along and listen for details. The whole group finds the attributes of Toad's lost button. The Recorder writes the list and then the Checker makes sure that it is right. When they all agree, they all put their names on the paper and turn it in.

Every group is given a large handful of buttons and uses one Venn diagram to sort the buttons using two attributes. The two attributes must allow an overlap into the center of the Venn Diagram. Attributes that are mutually exclusive (such as large and small) will not accomplish this goal.

After I move around the groups and see that each team has met the criteria several times, the children use crayons to draw buttons of two agreed upon attributes.

When all members agreed that the paper is complete, they all write their names on it and share it with the whole class. At this time, I also share some of the cooperative qualities that I observed during the lesson.

Conflict/Resolution

"PEER PRESSURE: I CAN HANDLE IT"

PURPOSE:

To help students recognize peer pressure situations.

MATERIALS:

Students will need paper and pencil.

INTRODUCTION:

Begin by saying, "You are at that time in your life when friends are very important. You are beginning to become more independent from your parents and you are forming more complex and lasting relationships with your peers. Due to this independence, you are faced with more choices. Peers can have a strong influence on those choices."

ACTIVITY:

"It is helpful to be aware that certain conflict situations arise and to know how to respond to them in a positive way. Often our peers pressure us to behave in certain ways. We want to feel good about the decisions that we make."

Divide the class into 4 to 5 small groups. Say, "Your task is to write a situation involving negative peer pressure. Each group will receive a different topic. Write your situation from the topic. DO NOT write a solution, just the conflict situation. You will have approximately 10 to 15 minutes in which to write your situation. You will be trading your situation with another group, so be sure it is readable."

Hand out a topic to each group and give them sufficient time to complete the task.

When the groups have finished the writing task, have each group read their conflict situation. Collect the situations to be used in the next session.

CLOSURE:

"Are there other situations involving peer pressure that we have not talked about? What are some of those situations?" Elicit responses from the group.

SUMMARY:

"Today you have delved into some of the conflict situations that can arise from peer pressure. The first step in resolving conflict is to be aware of the conflict situation."

ASSIGNMENT:

"Until our next activity, try to think of possible solutions to the conflict situations we have discussed today. Try to identify a peer pressure conflict situation in your life."

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Science Cola Taste Test

Objective: Students will work in small groups working cooperatively during a taste test.

Procedure: Students are put in groups of three by the teacher. Each member will have a different role.

1. Taster
2. Observer/recorder
3. Set-up person

A whole class discussion starts the lesson.
Questions include:

- *If you guessed without tasting, what are your chances of being correct?*
- *If 24 students guessed without tasting, how many would you expect to guess three colas correctly?*

The tasters are asked to wait in the hall while the set-up person pours the cola. Three cups are prepared; labeled A, B and C. RC, Coke, and Pepsi are used in the experiment. The taster is asked to return and taste a small amount of cola from each cup.

The recorder records the predictions.

How many students got all three colas correct?
Is this more or less than you expected?

Continue discussion and procedure with other members.

Assignment: Each recorder hands in a record sheet and each member in the group fills out an activity reflection sheet.

Cooperative Learning Lesson

- Getting Ready Structure: Students will be instructed to hold hands and to form a cooperative circle. They will need one ball of yarn. Go over the rules for working in a cooperative group. (6 inch voices etc.)

- Statement of Purpose: The purpose of this lesson is to have students working in a cooperative group and learning more about the rules to working in a cooperative group.

- Roles & Duties: Students will all have the rules and duties of working in a cooperative group as encourages and each will take a turn as a reporter by sharing information about themselves.

- Information Outline: They will be told to think of something they would like to tell about themselves to share with the group.

- Cooperative Activity Instructions: Students will know that they will be tossing the yarn ball as they share their information about themselves and something positive about someone else.

- Looking Back Structure: When looking back on the activity the students will share why it was important to hold onto the yarn. They will talk about how they have made a friendship web, and how everyone's part is important. The positives to giving complimentary remarks about other students.

Cooperative Learning Activity

Picture Problems
First Grade

Objective - Students will discuss a problem that is presented on a picture card. The group will share their ideas and by consensus, agree on the best solution.

Roles - Gopher - goes for the materials
Encourager - encourages group to share their ideas
Announcer - shares ideas following the task

Procedure:

1. Gopher selects a picture problem card* and materials for creating a drawing of the group's solution.
2. Group looks at the picture and agrees on the problem.
3. Brainstorm ideas or solutions to the problem.
4. The group selects the best idea for solving the problem and an illustration is made.
5. The announcer shares the group's solution.
6. Each student shares with his/her group:
   "It feels like _____ when I have a problem because . . ."
7. Teacher shares observational notes about the cooperative bahaviors that were observed during the activity.

*Picture problem cards can be made depicting various kinds of problems -
ex. forgotten lunch money, lost house key, skinned knee, flat bicycle tire

Appendix E
Robbery Report Activity

Any Grade Level

Objective Students will be motivated to listen and speak carefully.

Procedure The teacher reads the "Robbery Report" to the class, asking them to listen for details.

> Robbery Report: Please listen carefully as I have to go to the hospital right away. I just called the police from the gas station on the corner. You need to wait here and report the robbery to them. I was walking into Wal-Mart and this guy came running out and almost knocked me over. He was carrying a white bag. He was wearing a Levi jacket with the sleeves cut out and a green and blue plaid shirt and blue jeans with hole in the right knee. He had skinny legs and a big stomach. He wore wire rim glasses and high top red Converse tennies. He was bald and had a brown mustache. He was six and a half feet tall and was probably in his mid thirties.

Ask for a volunteer to recall as many details from the report as possible. List the details on the board. Call on a second volunteer to list additional facts. Read the report again, asking students to notice any corrections or omissions.

Discussion Were important details left out? What would have made it easier to remember the details? Was it easier to remember after the second reading? What made it hard to remember the message?

Adapted from Omaha Public Schools (1993) Conflict Management Guide. Unpublished manuscript.

Appendix F
People Puzzles Activity

People Puzzles

Grades: K-adult
Time: 20 minutes
Grouping: tribes
Materials: picture, puzzles

Objectives

1. To build inclusion
2. To form or announce membership in tribes

Instructions

1. Pre-prepare one puzzle for each group or tribe. Cut puzzle into the number of pieces to match the number of people that will be in each respective tribe.
2. Put all the pieces of all the puzzles in a box and have each person take one.
3. Ask participants to circulate and find the puzzle pieces which match the ones they are carrying. They are not to talk while doing this. When their group's puzzle has been completed, then they may talk.
4. Once all of the puzzles have been completed, you may choose to have each group make up a story relating to the picture they have formed. Have each group select one member to be a storyteller and tell the group's story to the whole class.

Discussion

Ask questions such as:

- What made the task difficult? Easy?
- Was this a good way to find people who would be in your group?

Reflection

- What feelings did you have when you began the task? How do you feel now?
- How did you react to people whose pieces did not fit yours? To those whose pieces did fit?
- What was the atmosphere like in the room?
- What did you talk about when the puzzle was complete?

Appreciation

- "I liked it when . . ."
- "I'm a lot like you when . . ."
- "I admire you for . . ."

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Source: Gibbs, Jeanne. (1987). Tribes: a process for social development and cooperative learning. Santa Rosa, CA: Center Source Publications.

Appendix G
Thinking Circle

Objective Students will practice effective communication skills and a sense of inclusion will be developed in the class. Students will work together to solve problems and improve their abilities to get along with each other.

Procedure Early in the school year inform the class that the "Thinking Circle" time will be a part of the school routine. Explain that we sit in a circle because it allows us to see and hear each other. Describe the expectations that will be followed:

- We listen to each other.
- We care about each others' feelings.

Announce the "Question/Topic of the Day" and allow the students in turn to comment. Encourage students to reflect on the activity after the discussion.

Suggested Topics or Questions

I feel happy when...
I feel angry when...
The scariest thing is...
What I like best about school
What I would change about school
If I were the principal...
What I like in a friend
Ideas for positive behavior during group work
Setting goals for the next day
Talk out a conflict
Respect - What does it mean? How do we show it?
Responsibility - What does it mean? How do we show it?
Perseverance - What does it mean? How do we show it?
Dependability - What does it mean? How do we show it?
Getting along with others
Importance of listening
Ideas to reduce fighting
Ideas for cooling off
Suggestions for problems in lunchroom
Today I feel...
Rain makes be feel...
If I were an animal, I would like to be...
When I grow up I want to be...

Appendix H
I-Care Program Information and Activities

ABOUT THE SERIES

The Peacemaking Skills Series is intended for use in kindergarten, grades one and two. It is based on the Peace Education Foundation's belief that the basic skills for living a peaceful, caring human life ought to be taught in the earliest possible stage in a child's life.

These lessons teach the true value of self and of each person, the importance of having friends, of sharing, and of working together peacefully. They present ways for the teacher to develop skills through exercises and practice. They should help the teacher maintain a more peaceful classroom environment conducive to learning all subjects, and even lay the foundation for a non-violent school, home and community environment.

These skills are a great gift to give to any child. It enables them to live their lives in a happier, healthier and more human way.

These lessons were created to reinforce the Peace Education Foundation philosophy, which holds that peace education, and all good education, embraces the physical, emotional, ethical and social growth of children within a framework deeply rooted in traditional values such as honesty, trust, fairness, cooperation and non-violence.

The philosophy and principles of the Peace Education Foundation were developed by experienced, successful teachers who believe that peacemaking can be taught, and that the peacemaking skills found in these books are lessons for living a more joyful, productive and caring life. We truly believe that the teacher who opens the minds and hearts of students to these concepts of self-worth and the worth of others, to deeper dimensions and values, gives them the precious life time gift of the enrichment of themselves, their community, and yes—their world.

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ROLE OF THE TEACHER

- **TO BUILD** a sense of community by creating a non-competitive learning atmosphere where children feel safe and secure and show respect for each other

- **TO MODEL** a supportive and positive attitude and express empathy for all

- **TO RESPECT** and become aware of cultural and developmental differences among the children

- **TO DEVELOP** children's self-confidence and encourage them to become responsible members of society by building positive habits

- **TO ENCOURAGE** the growth of the children's self-concept by noticing and acknowledging their accomplishments

- **TO FACILITATE** learning and foster independence by giving children choices, allowing them to experiment and express new ideas without judgment and ridicule, while providing clear boundaries and corrective feedback

- **TO EMPOWER** children to use higher-order thinking and problem-solving skills

- **TO ENHANCE** intrinsic motivation and to encourage children to take responsibility for their learning and ownership of their accomplishments

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Hands Are for Helping, Not Hurting

◈ OBJECTIVE:

To learn to use hands to help each other

◈ MATERIALS:

I-Care Cat tape/CD: "Helping Hands"

◈ INTRODUCTION:

Play tape/CD: "Helping Hands" (I-Care Cat discusses helping hands.) Practice the song.
Discuss rule: "Hands are for helping, not hurting."

◈ ACTIVITY:

Discuss with students how they use their hands to help. List the ways.

Discuss how it feels to help and hurt. Have students sit in a large circle. **"Our hands can help people and they can hurt people. How do people use their hands to help each other? How do some people use their hands to hurt people? What do you do to help other people? How do you feel when you help someone? How do you feel when you hurt someone? How does it feel when someone helps you? Do you think that other people feel the same way?"** Have students share around the circle.

◈ ACTIVITY BOOK: PAGES 10 AND 11

Color the pictures (page 10) that show helping hands. (Please note that two hands are not helping.) Review the song (page 10) about helping hands.

Draw hands (page 11). On the left hand, have students write ways that they help at school. On the right hand, have them write ways that they help at home.

◈ CLOSURE:

"Our hands are very special. There are many things we can do with our hands. It is important to learn to use our hands to help and not to hurt our environment or each other."

◈ CURRICULUM INFUSION ACTIVITIES:

Language Arts:

Have students work in pairs or small groups to write their own helping hands song. Have them sing or read them to the class.

Language Arts/Art:

Materials: art paper, crayons

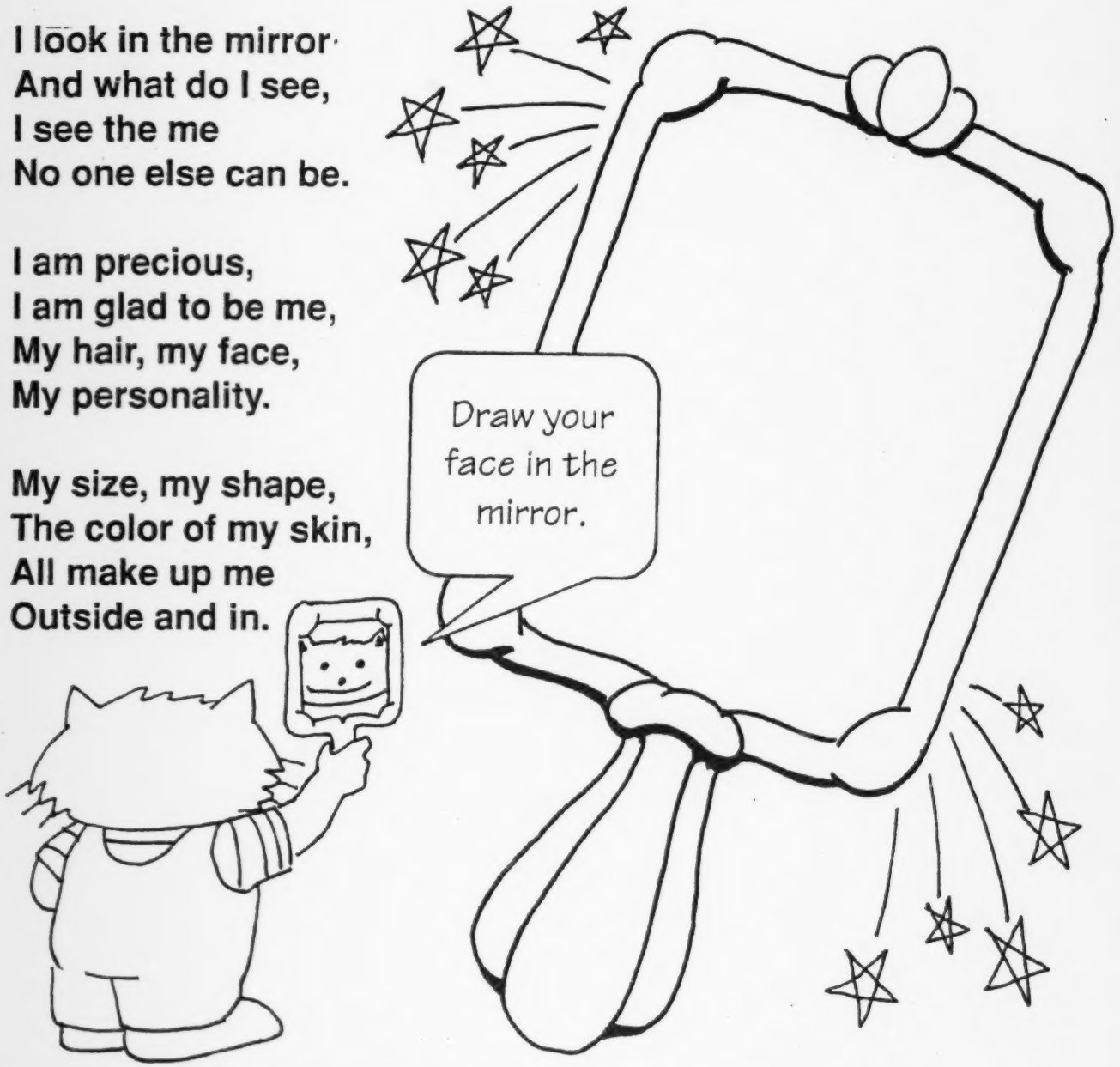
Have students make a book of five things their hands can do to help. Write the words under pictures of their helping hands (see page 11).

I'M GLAD TO BE ME

I look in the mirror
And what do I see,
I see the me
No one else can be.

I am precious,
I am glad to be me,
My hair, my face,
My personality.

My size, my shape,
The color of my skin,
All make up me
Outside and in.



I'm glad to be me because _____

_____

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Body Talk

OBJECTIVES:

To identify and demonstrate that most communication occurs through body language
To recognize emotions by observing body language

INTRODUCTION:

"If we were not allowed to use words, how would we communicate with each other? Yes, through our bodies and our expressions. Let's practice recognizing how we express different emotions without words."

ACTIVITY:

Emotional Charades: Write emotions (happy, sad, lonely, afraid, proud, excited, angry, etc.) on slips of paper and put them in a jar or envelope. Have each student pick one and act it out. Let the other students try to guess the emotion.

Discuss: **"Were you able to figure out what each person was saying with his/her body? Why is it important to recognize body language?"** (so we know how to approach people based on their different emotions) **"Do we all express ourselves exactly alike? Why not? Do you know when your mom or dad feels happy? Mad? How do you know? Do you know when your friend feels sad? Angry? How can this make you a better friend? Can we always tell how someone is feeling?"**

ACTIVITY BOOK: PAGES 18 AND 19

Have students look at the pictures and choose a word from page 19 that shows how each person in the picture is feeling.

Have students draw a picture showing how their bodies look when they are happy and angry (page 19)

CLOSURE:

"Our bodies and our expressions tell others how we feel. It is important to learn to recognize how people feel so we can show that we care."

CURRICULUM INFUSION ACTIVITIES:

Art:

Materials: magazines to cut pictures from, large sheets of paper

Have students work cooperatively, cutting pictures from magazines that show different emotions. Put students in small groups and assign each group a different emotion. Have each group make a collage.

Have students draw self-portraits. Have students show a variety of emotions and reactions that they have by changing facial expressions.

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We Can Work Together

Everyone has a job to do
Other people depend on you.
Everyone has a part to play
Working together is the best way.

What are some games you can't play alone?

What do you like about playing with others?

Music:

"If You're Happy and You Know It"
Sing with children. Make up verses and use appropriate body language for different emotions.

Writing:

Write a dialogue based on the body language of one of the people on pages 5-18.

Science:

Discuss: **"How do plants and animals use their bodies to talk to us and to each other?"**
Example: Plants show they want and need light by bending toward the light (Phototropism). Put plants around the room to demonstrate.

Have students brainstorm ways that animals communicate. Show a film about animal communication (insect, dolphin, animals in general).

◈ STORY:

Face Talk, Hand Talk, Body Talk by Sue Castle

◈ JOURNAL:

When my friend looks sad, but says everything is okay, I think...
Sometimes my friends think I'm mad at them when I'm not because...

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I-Care Language

◈ OBJECTIVES:

To define responsibility and list ways that they are responsible. To be able to use I-Care Language to tell someone what you want without hurting his/her feelings

◈ VOCABULARY: (Make a web to brainstorm)

responsibility

◈ INTRODUCTION:

I-Care Cat tape/CD: "If You Are Responsible and You Know It"

"We have learned that we our responsible for our behavior. What does that mean? We know that we all have conflicts. We can learn to solve our conflicts by using our I-Care Rules"

Discuss Rule: "We are responsible for what we say and do."

Make a t-chart:	Taking Responsibility	Not Taking Responsibility
Looks like:		
Sounds like:		

Talk about information on the chart. Let the children give example of how taking responsibility will make the class a more peaceful place to learn.

◈ ACTIVITY BOOK: PAGES 34 AND 35

Learn how to make an I-Care statement.

"Being responsible for our behavior means working to solve our conflicts. We can do that by using I-Care language. When something happens to you and you get mad or sad, what do you do to solve your conflict? Does it make it better or worse? Today, we are going to learn what to say when you are upset when you have a problem with someone that you need to work out."

Go over I-Care statement with students:

1. Use the person's name	"(Name)_____
2. Tell how you feel	I feel_____
3. Tell why	when you _____.
4. Tell what you want	I want you to_____."

"Here's an example: Jamal pushed Kameisha at the water fountain and she got her shirt wet.

Kameisha said: 'Jamal, I feel mad when you push me. I don't want you to push me anymore.'"

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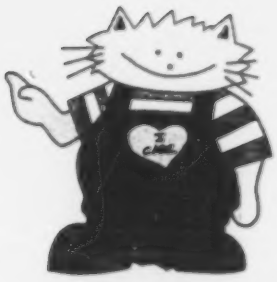
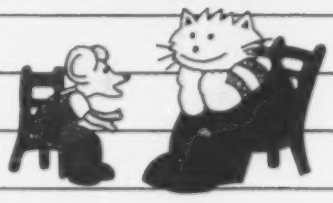
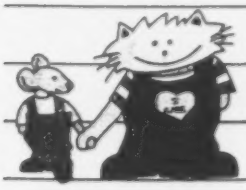
I-Care Rules



1. We listen to each other.



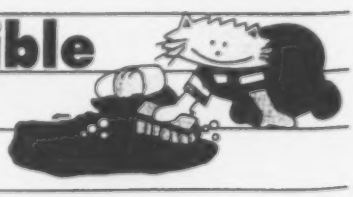


2. Hands are for helping, not hurting.

3. We use I-Care Language.

4. We care about each other's feelings.

5. We are responsible for what we say and do.



Appendix I
The Three Tribles Game

Three Tribles*

Grades: K-adult
Time: 15 minutes
Grouping: full or tribes
Materials: three tribles

Objectives

1. To build inclusion and affection in full group
2. To share current feelings
3. To give and accept appreciation

Instructions

1. Have people sit in full circle.
2. Talk about how we all arrived today with different feelings: some of us are happy and excited; some of us are feeling sad, tired, angry; and some of us just feel kind of in between in our emotions: not happy, not sad, just here.
3. Pass out the three Tribles (which you have prepared earlier, one for each person).
4. Ask people to look at the three Tribles and decide which face looks most like they feel right now.
5. Review Tribe norms.
6. As the teacher or facilitator share first to model activity. Be honest. Share which face you feel like and why.
7. Go around the circle, each person having an opportunity to share or pass. If many pass, go around again until you feel that all who wish to share have done so.

Discussion

Ask questions related to content of what was shared: "Is there someone who will help you fix your bike, Susan?" Encourage others to do the same.

Reflection

Ask questions such as:

- Do you feel differently now than you did when we began sharing?
- How was it, sharing your Trible with the class?
- What were some of the feelings people shared?

Appreciation

Ask people to comment:

- "I felt like you when . . ."
- "I liked it when . . ."

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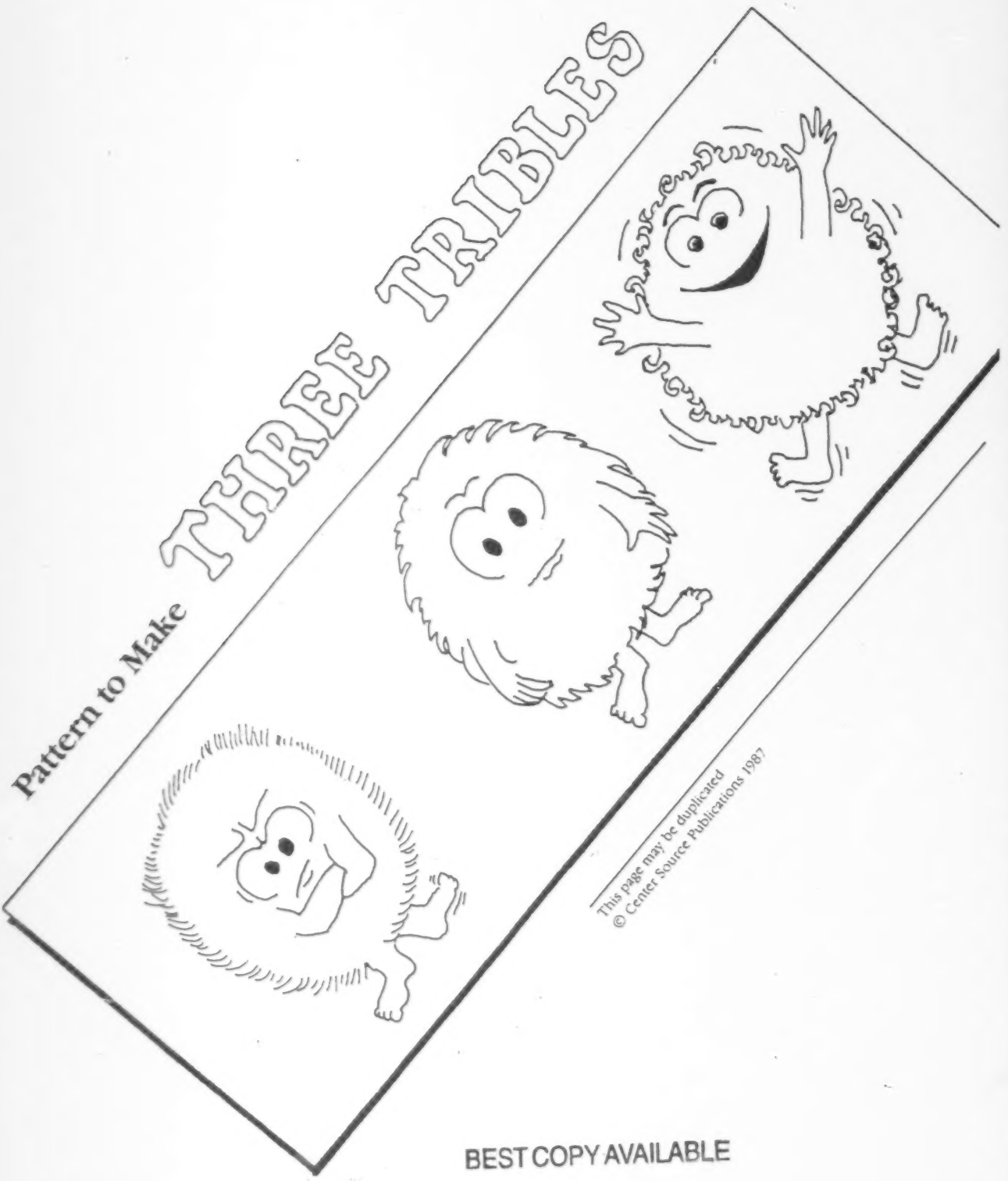
Source: Gibbs, Jeanne. (1987). Tribes: a process for social development and cooperative learning. Santa Rosa, CA: Center Source Publications.



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Appendix J
Conflict Resolution Skill Development

Any Grade Level

Objectives Students will be able to define the word conflict. Students will be able to recognize different conflict resolution methods.

Procedure Discuss what conflict is. Guide students to arrive at a definition similar to *A conflict is what happens when one or more people can't agree on something.* Most of us are involved in conflicts every day. You might even have a conflict with yourself, about what to wear to school. You and your best friend might have a conflict about what game to play at recess or you and your brother might have a conflict about whose turn it is to set the dinner table. Conflicts occur because we have different ideas and feelings about things.

Allow students to describe conflicts they've seen or been involved in.

Introduce the three choices we have to resolve conflicts.
a) Ignore it
b) Fight
c) Problem solve

Ignore It - Use the "Story with Three Endings" to illustrate that ignoring happens when you're angry with someone but you pretend that there isn't a problem. Either read the story to the students or allow them to role-play the situation.

Story with Three Endings

It is math class and the teacher has given an assignment. Megan asks Dylan if she can borrow a pencil.

Ending #1
Dylan doesn't want to loan his pencil to Megan because she doesn't keep track of her things and he is sure that she will lose it. Instead of saying anything, Dylan says, "Okay," and lets Megan have one of his new pencils. She works awhile and starts to chew on the pencil. Dylan realizes that now he doesn't want that pencil returned.

Adapted from Porro, Barbara. (1996). Talk It Out. Alexandria, VA: Association for Supervision and Curriculum Development.

Discuss the ending. *Does this solution make someone angry? Was everyone happy at the end? What do you think will happen next? Have you ever tried to ignore it when you were having a problem? How did it work for you? Is ignoring a good way to solve a problem?* Guide students to an understanding that ignoring a problem usually doesn't fix anything. The same problem is likely to happen again.

Fight - Use the "Story with Three Endings" to illustrate that fighting happens when you're angry with someone and you are hurtful to them.

Story with Three Endings

It is math class and the teacher has given an assignment. Megan asks Dylan if she can borrow a pencil.

Ending #2
Dylan doesn't want to loan his pencil to Megan because she doesn't keep track of her things and he is sure that she will lose it. Dylan says, "No! You are a slob!" Megan is angry and calls Dylan a selfish pig and knocks his paper on the floor where it gets stepped on and torn. Dylan pushes Megan and the teacher comes over and breaks up the fight.

Discuss this ending. *Does this solution make someone angry? Was everyone happy at the end? What do you think will happen next? Have you ever tried to fight when you were having a problem? How did it work for you? Is fighting a good way to solve a problem?* Guide students to an understanding that fighting usually doesn't fix anything. It often makes the problem worse because you might get hurt or get into trouble.

Problem Solving - Use the "Story with Three Endings" to illustrate that when people talk about a problem without insulting or blaming each other, they can work together to come up with a solution that will make both people happy.

Story with Three Endings

It is math class and the teacher has given an assignment. Megan asks Dylan if she can borrow a pencil.

Ending #3
Dylan doesn't want to loan his pencil to Megan because she doesn't keep track of her things and he is sure that she will lose it. He tells her, "No, when I loaned you a pencil last week, you didn't give it back to me." Megan says, "I can't find my pencil and I can't do my

work without a pencil." Dylan offers to help Megan and he finds her pencil in the back of her desk. Megan tells him "Thank you."

Discuss this ending. *Does this solution make someone angry? Was everyone happy at the end? What do you think will happen next? Have you ever tried problem solving when you were having a conflict? How did it work for you? Is problem solving a good way to solve a problem?* Guide students to an understanding that by talking out a problem, the solution can be fair to both people.

Ask for volunteers to role-play common school situations, using the three strategies for dealing with conflicts. Examples for role-playing might include the following:

- Someone cuts in line
- Whose turn is it?
- Someone won't share
- Someone accidentally knocks into you
- Someone talks about you behind your back

Confrontation

Grades: K-adult
Time: 15-40 minutes
Grouping: full group
Materials: none

Objectives

1. To provide a way to work out problems which occur between students
2. To enhance self-awareness
3. To reduce tattling
4. To teach communication skills

Instructions

1. One day when a problem between two people comes to your attention, invite everyone to sit in one large community circle.
2. State the problem or have people involved describe it.
   Example:
   Tanya: "Dawn keeps moving ahead of me when we are supposed to take turns."
   Dawn: "No, I don't, Tanya is always pushing people."
3. Review the norms carefully, and instruct the full group to listen attentively but without comment.
4. Have the two children involved sit facing each other in the center of the circle.
5. Ask each child to tell the other what she is feeling about the problem situation by using I-messages; help them phrase the situation each is upset by if you need to.
6. Ask each to repeat back exactly what the other one stated.
7. Then ask both what each could personally do to help resolve the situation.
8. If they have difficulty, turn to the rest of the class for suggestions. (No judgments who is right or wrong).
9. If the discussion wanders, ask leading questions to re-direct the children to the problem. If the problem cannot be solved set a time to work with the pair privately.

Discussion

Ask questions such as:

- Is it important for people who are upset to tell each other?
- What did you learn as observers?
- Does this issue (whatever was discussed) affect anyone else?

Reflection

Ask questions:

- How do you each feel now?
- What feelings did you have while this was going on?

Appreciation

Invite statements of appreciation:

- "I admire you for . . ."
- "I learned . . ."

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Source: Gibbs, Jeanne. (1987). Tribes: a process for social development and cooperative learning. Santa Rosa, CA: Center Source Publications.

Appendix K
Anger Management

Anger Management

Day 1 Start with skit of typical daily conflict (playground dispute.) Stop for class discussion. Model aggressive behavior, passive behavior and assertive behavior. Continue with class discussion. Journal.

Day 2 Skit showing bully behavior. Model aggressive, passive, and assertive responses. Discuss walk-away skills, etc. Let class role play behaviors. Whole class discussion.

Day 3 Controlling Anger. Discuss temper, attitude, consequences. Model and discuss anger management techniques. Transparencies #1 - 4.

1. **Stop and Calm Down.** Deep breaths, controlling temper, counting to 10, making good decisions, etc.

2. **Think.** Should I walk away, ignore it or stay.

3. **Talk.** Talk to the person you're mad at or talk to someone you trust about the situation.

4. **Feel Good Again.** Discuss techniques.

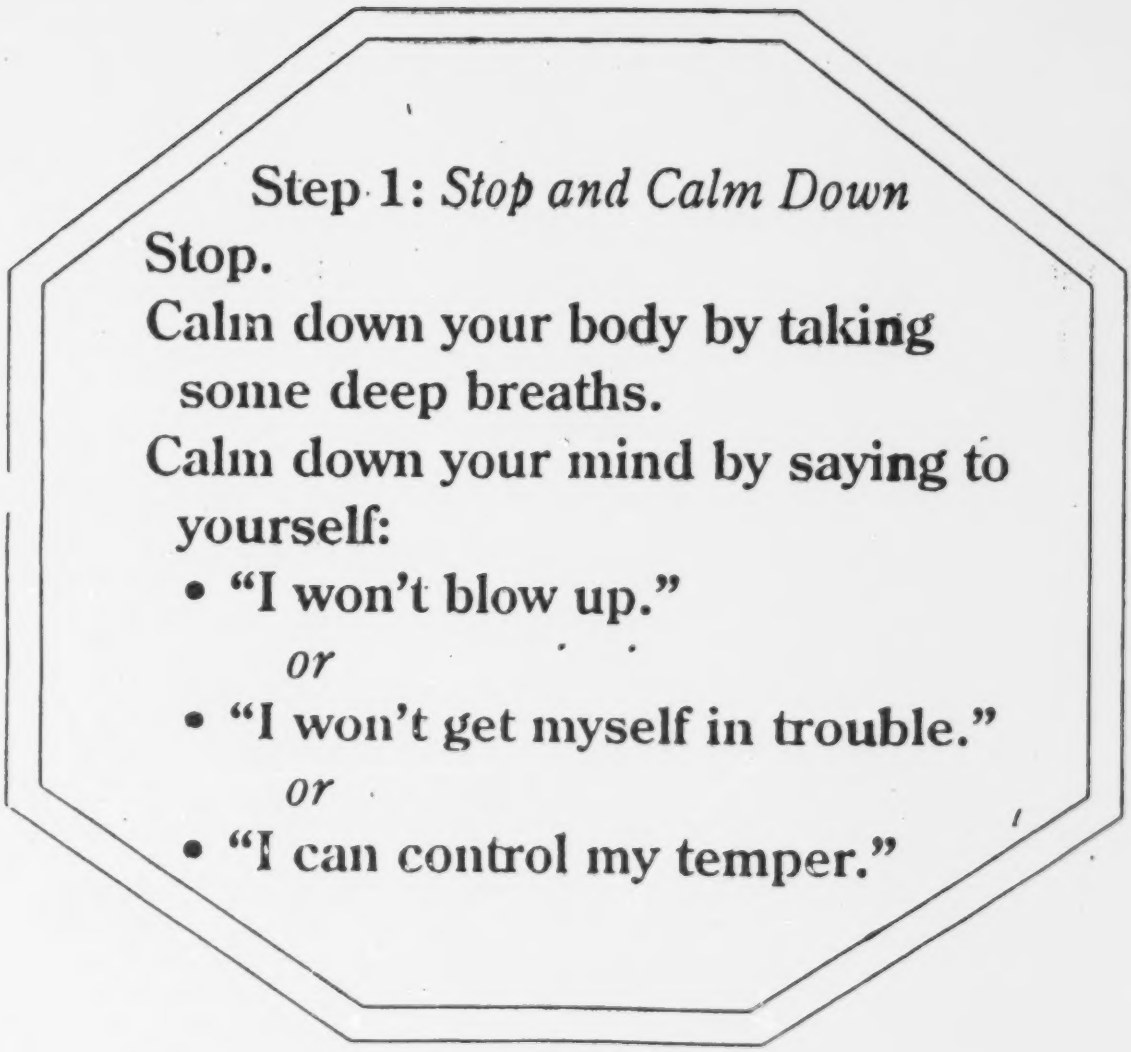
Day 4 Ignoring Put-Downs. Talk about put-downs as well as compliments, discussing negative and positive consequences of both. Use skits and role-playing to model both. Journal feelings.
Use "Dumped on Dewey" transparency and discuss techniques to use with Put-Downers.

Continue with lessons and discussions concerning:

- Attitudes. Bad attitudes and positive attitudes.
- Friendship. Being a good friend, being a bad friend.
- Manners. Common courtesy, polite and rude behavior.
- Unit opens many doors for excellent discussion.

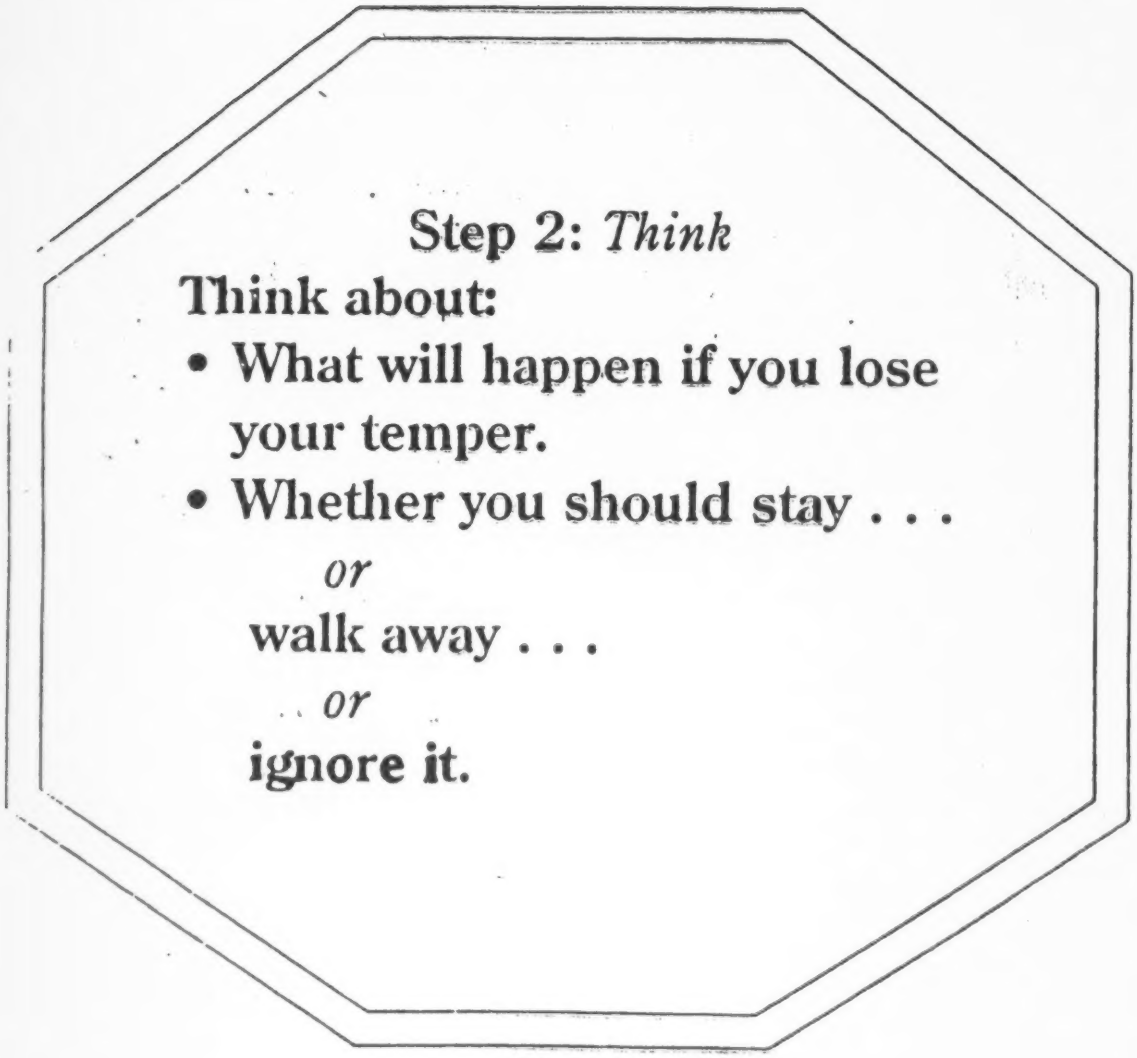
Adapted from Vaughn, Joyce & Gifford, Ruth. (1989). Teaching Children To Get Along. Tazewell Mason County Special Education Association. Unpublished manuscript.

Transparency 1


Step 1: *Stop and Calm Down*
Stop.
Calm down your body by taking some deep breaths.
Calm down your mind by saying to yourself:
• "I won't blow up."
or
• "I won't get myself in trouble."
or
• "I can control my temper."

Source: Vaughn, Joyce & Gifford, Ruth. (1989). Teaching Children To Get Along. Tazewell Mason County Special Education Association. Unpublished manuscript.

Transparency 2



Source: Vaughn, Joyce & Gifford, Ruth. (1989). Teaching Children To Get Along. Tazewell Mason County Special Education Association. Unpublished manuscript.

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Transparency 3

Step 3: *Talk*
Talk to the person you're mad at:
• Say what you're mad about.
• Say what you want.
or
• Talk to someone you trust about the problem.

Source: Vaughn, Joyce & Gifford, Ruth. (1989). Teaching Children To Get Along. Tazewell Mason County Special Education Association. Unpublished manuscript.

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Transparency 4

Step 4: *Feel Good Again*
Get rid of any anger that's left by:
• Doing something active.
• Doing things you enjoy.
• Doing a relaxation exercise.
• Trying to forgive and forget.

Source: Vaughn, Joyce & Gifford, Ruth. (1989). Teaching Children To Get Along. Tazewell Mason County Special Education Association. Unpublished manuscript.

Transparency 5

Dumped-On Dewey

Source: Vaughn, Joyce & Gifford, Ruth. (1989). Teaching Children To Get Along. Tazewell Mason County Special Education Association. Unpublished manuscript.

Using Role-Plays to Practice Ignoring Put-Downs
-Second Grade-

Objective Students will practice ignoring put-downs by their peers.

Materials Put-Down Cards
Transparency #1 - Responses to Put-Downs
Transparency #2 - What to Imagine When You Get a Put-Down

Procedure Review the technique of responding to put-downs using Transparency #1. Review or model appropriate body language that conveys the put-down had no effect. Next, ask for a student volunteer to model the ignoring technique after discussing Transparency #2. Use a hand puppet to deliver the put-down to the volunteer. Ask the class to identify the ignoring behaviors they saw modeled by the volunteer. Continue to review in this manner until the class seems ready to practice on their own.

Divide the class into Learning Partner pairs. Partners will face on another and take turns in the roles of the "put-downer" and the "ignorer." The "put-downer" will draw a Put-Down Card and read it aloud to his partner. (In order to depersonalize the put-down, you may wish to have the "put-downer" use a puppet, or pretend to use their hand as a puppet, to deliver the put-down.) The other partner will exhibit ignoring behavior. When this has been done, have the partners switch roles and draw a new card.

For second grade students, it may be useful to have Learning Partners role-play their Put-Down Cards for the rest of the class, using one pair of partners at a time. In this case, have a stack of Put-Down Cards at the front of the room from which the "put-downers" can draw.

Source: Vaughan, Joyce & Gifford, Ruth. (1989). Teaching children to get along. Tazewell Mason County Special Education Association. Unpublished manuscript.

Cards for Ignoring Put-Downs – 2nd Grade

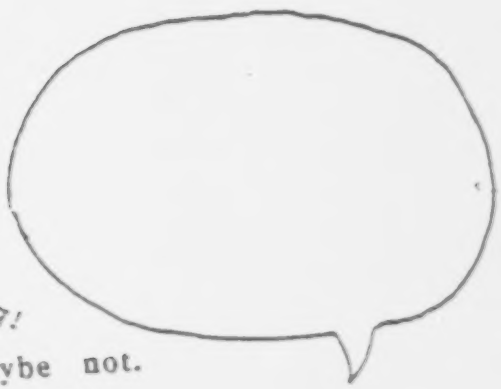
Hey, nice to see you, Monkey Brain!	Hi-ya, Carrot Nose!
If you were any slower, a turtle would leave you in the dust!	What a baby! Where's your bottle?
You dropped the ball, Butterfingers! What a dork!	Who picked out your clothes – your little brother?
My little brother can read better than you can! Duh!	Guess who you eat like – Oink! Oink!
You're so dumb, you probably failed kindergarten!	You sure are funny-looking!
Are those your regular clothes, or are you practicing to be a clown when you grow up?	My pet canary can do math better than you can!
Nice going, Liver-lips! You made us lose the game!	My dog's better looking than you are!
If I had hair like yours, I'd shave it off!	You were absent yesterday. Sorry you're back!

Source: Vaughan, Joyce & Gifford, Ruth. (1989). Teaching children to get along. Tazewell Mason County Special Education Association. Unpublished manuscript.

Transparency 1

Responses to Put-Downs

Circle your 4 favorite responses.
Write the response you like the best in the word bubble.



Will there be a test on this information?

Hey, that's a put-down!

Next time I must remember to bow!

I was actually hoping to do it a little worse.

Frankly, that's my best quality.

Funny joke!

Whatever.

Who told you?

Wow! You really think much!

Sorry it affects you so

Hey, I was just starting to like you.

Wow -- I didn't know you cared.

Fun talking to you.

That's interesting.

Gee, you're nice.

If that's how you want to see it.

Give me a break! Who said I was perfect?

No kidding!

Maybe, maybe not.

Ouch!

I gotta be me.

Nice of you to notice.

That's nice to know.

Stop, I'm blushing!

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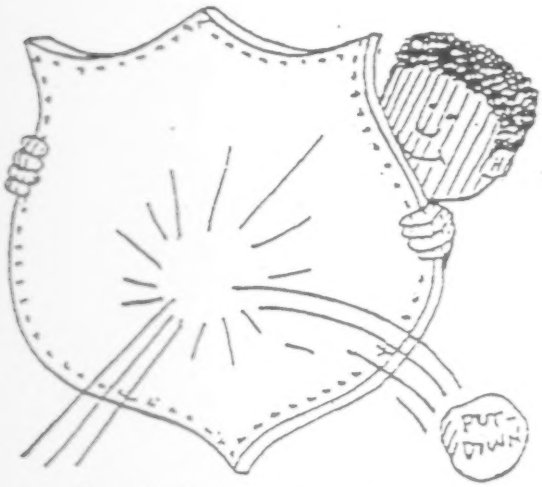
Source: Vaughn, Joyce & Gifford, Ruth. (1989). Teaching Children To Get Along. Tazewell Mason County Special Education Association. Unpublished manuscript.

Transparency 2

What to Imagine When You Get a Put-Down

Imagining one of the following things can help keep put-downs from 'sinking in'.



invisible shield

karate expert

bullet-proof vest

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Source: Vaughn, Joyce & Gifford, Ruth. (1989). Teaching Children To Get Along. Tazewell Mason County Special Education Association. Unpublished manuscript.

Appendix L
Listening

Every Grade Level

Objectives Students will be motivated to be good listeners.

Procedures Make a human graph allowing students to show how important they feel listening is by their placement on a continuum from *Listening is not important* to *Listening is the most important skill we have.* Allow students to share the reason they are standing where they are, and move if they become convinced to change their minds.

On chart paper, make a class list of importance of listening. The list might include:

- Getting information
- Learning something new
- Understanding someone's needs
- Knowing how someone feels
- Enjoyment
- Finding out what you need
- Sharing with someone
- Saving yourself from danger

Suggest any that students might not have considered.

Adapted from Omaha Public Schools. (1993). Conflict Management Guide. Unpublished manuscript.

Listening

Every Grade Level

Objectives Students will distinguish between good and poor listening behaviors. Students will practice good listening skills.

Procedures Review yesterday's list of the importance of listening. Divide the class into two groups - the *observers* and the *workers*. Each *worker* works with a partner to list specific situations in which they might need listening for each of the examples on the list. For example, we stop, look and **listen** before we cross the street. The *observers* watch for good listening skills and record what they notice. Then have the *workers* become the *observers* and vice versa.

When the class comes back together, discuss what they noticed. Make a list T-chart to show *What Listening Looks Like* and *What Listening Sounds Like*.

What Listening Looks Like	What Listening Sounds Like

Listening

Every Grade Level

Objectives Students will realize the effects of good and poor listening techniques. Students distinguish between good and poor listening behaviors. Students will practice good listening skills.

Procedures Divide the class into pairs. The person whose birthday is nearest is Person A and the partner will be Person B. Have all the A's come to you for directions and tell them they are going to have two minutes to tell their partners a story about the best thing that ever happened to them. Discreetly instruct the B's to use all the *poor listening* actions they know - looking away, interrupting, and playing with something.

After two minutes, ask the A's how they felt and how they knew their partners weren't listening. List poor listening behaviors on the board.

Then have the partners switch roles. The B's will talk about the best thing that ever happened to them while the A's will be informed to use the *poor listening* skills. Make any additions to the list of *poor listening* skills.

Next, the students will explore and practice *good listening* techniques, making eye contact, nodding, restating, asking questions, and smiling while their partner tells them about a favorite movie or TV show.

After each partner has had two minutes to share, reconvene the large group for discussion.

- How did you feel about your partner when he didn't pay attention?
- How did you feel about your self?
- How did you feel when your partner listened to you?
- How do you think a person feels when you really listen to them?
- How can you show someone that you are listening carefully?

ACTIVITY: Active Listening

DURATION: 25 minutes

MATERIAL NEEDED: Butcher paper with Active Listening Rules

OBJECTIVE: To learn basic techniques of Active Listening

INTRODUCTION:

The good listening behaviors we just talked about are part of a special way to listen to other people called ACTIVE LISTENING. Active Listening helps us to hear better what someone has to say and how they feel. It helps us understand better and remember what is important. Active Listening also helps the speaker feel good because s/he really knows that someone is listening and understands.

There are some helpful hints or rules to tell us what to do to be active listeners. Look at page 6 in your folers marked ACTIVE LISTENING RULES. Here are the ACTIVE LISTENING RULES: (read from the butcher paper and give an example of each item). In the last lesson we talked about Active Listening Rule #2: showing understanding by nonverbal behavior. Now we're going to work on Active Listening Rule #3: restating the person's most important thoughts and feelings.

From now on, when we practice being Conflict Managers each day, remember to practive Active Listening Rules. It is very important. To be a good Conflict Manager, you must hear and understand the students who want your help.

PROCEDURE:

1. Explain to students that often times even when a person is listening, s/he might incorrectly hear or misinterpret what has been said. To avoid this misunderstanding, it is helpful to check back with the person, summarizing or paraphrasing the main points of their statement. Emphasize that it is not necessary to repeat back every word the person said, but to make sure you have gotten the main points.

2. Announce to students that we will now practice this skill by playing a "Listening Triads" game. In this game, everyone has a chance to speak, but before each one does, s/he must repeat or summarize what

Source: Omaha Public Schools (1993) Conflict Management Guide. Unpublished manuscript.

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ACTIVITY: Discussion: Good and Poor Listening.

DURATION: 10 minutes

MATERIAL NEEDED: None

OBJECTIVE: To identify good and poor listening behaviors.

PROCEDURE:

1. With a partner, demonstrate poor listening. As your partner speaks:

   - look away
   - look bored
   - interrupt
   - look at your watch
   - laugh in an inappropriate place

2. Ask students:

   - When Trainer B didn't listen to Trainer A, how do you think Trainer A felt?
   - How did Trainer A react when s/he thought Trainer B wasn't listening?
   - What did Trainer B do that showed s/he wasn't listening?

3. Ask students to list nonlistening behaviors and write them on the board.

4. Next, as your partner speaks, demonstrate Active Listening by:

   - keeping eye contact
   - facing partner, nodding and smiling if appropriate
   - not interrupting
   - asking questions that are relevant and will help you understand
   - restating what you heard to make sure you understand

5. Ask students:

   - When Trainer B did listen to Trainer A, how do you think Trainer A felt?
   - How did Trainer A react when s/he thought Trainer B was listening?

6. Ask students to list listening behaviors and write them on the board.

Source: Omaha Public Schools (1993) Conflict Management Guide. Unpublished manuscript.

ACTIVITY: Listening for Feelings

DURATION: 15 minutes

MATERIAL NEEDED: butcher paper of Active Listening Rules

OBJECTIVES: To learn to dig for feelings in a conflict situation
To distinguish thoughts from feelings.

PROCEDURE:

1. Remind students of the nonverbal exercise in which we acted out various feelings. Ask students to think of as many different feelings as they can. Write these feelings on the board.

2. Explain to students that everyone has feelings, that they are important and a normal part of life. People may feel differently about the same thing but feelings are never right or wrong.

3. Often we don't even realize what we are feeling. (Example: I say I feel angry when I really feel hurt.) Or, we push all feelings aside and say we don't feel anything.

4. Often when someone is asked what s/he feels, s/he will state a thought instead. It's too risky to share a feeling. Thoughts are what we think about feelings--our opinions and conclusions. (Example: How did you feel when Henry grabbed the ball from you? I felt like punching him.) "Punching him" is not a feeling. What could the person have been feeling? -- anger, fear, frustration.

5. Ask students to state which of the following are feelings and which are thoughts. A clue for this is that any statement beginning "I feel that" or "I feel like" is a thought, not a feeling.
   I feel that you don't understand me.
   I feel embarassed.
   I feel like he should leave me alone.
   I feel lonely.
   I feel like I want to go home.
   I don't need them.
   I'm excited.

6. Discuss why identifying feelings is an important part of Conflict Manager training: a very important part of the problems between people is the feelings. When disputants know each other's feelings, this

Source: Omaha Public Schools (1993) Conflict Management Guide. Unpublished manuscript.

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7. Define the word "consequence". Now go back and discuss the consequences of each of the ideas on the list. Encourage students to consider such things as:

   a. What might happen if you try this solution?
   b. What are the immediate consequences?
   c. What are the long-term consequences?

8. Discuss the relevance of considering consequences of alternative solutions to the Conflict Management Process.

NOTE: KEEP RESPONSES ON CHALKBOARD FOR USE WITH NEXT ACTIVITY

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Source: Omaha Public Schools (1993) Conflict Management Guide. Unpublished manuscript.

Appendix M
Emotion Game

Objective Students' awareness of nonverbal communication will be increased.

Procedure Explain to the children that part of communication is sending and receiving words and another part is developing the ability to understand feelings which are being conveyed nonverbally.

Ask the children if they can think of any ways in which they communicate nonverbally.

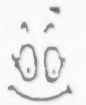
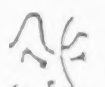
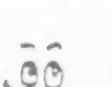
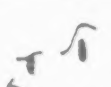
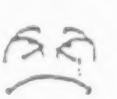
If children offer suggestions, ask them to act them out so that the other children can see.

Tell the children that now we will play a game in which we will use the Emotions Poster. Each child will choose an emotion and come to the middle of the circle to act it out. Then the other children try to figure out what emotion is being acted out.

Discuss the following questions:

- Is it hard for you to guess what people are feeling when they communicate nonverbally?
- Sometimes, do people say one thing and communicate something different nonverbally? If so, what do you think they are really feeling?

eMotions

aggressive	alienated	angry	annoyed	anxious	apathetic	bashful
bored	cautious	confident	confused	curious	depressed	determined
disappointed	discouraged	disgusted	embarrassed	enthusiastic	envious	 ecstatic
excited	exhausted	fearful	frightened	frustrated	guilty	happy
helpless	hopeful	hostile	humiliated	hurt	hysterical	innocent
interested	jealous	lonely	loved	lovestruck	 mischievous	miserable
negative	 optimistic	pained	paranoid	peaceful	proud	 puzzled
regretful	relieved	 sad	satisfied	shocked	shy	sorry
stubborn	sure	surprised	suspicious	thoughtful	undecided	withdrawn

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